

Sir John Sherbrooke Junior School - Year 6 English Objectives and Genre Coverage 2023-2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Lost Words (<i>Lost Words</i> by Robert MacFarlane)	South America (<i>The Great Kapok Tree</i> by Lynne Cherry)	Children in WW2	Children in WW2	Vikings	Vikings
Text Type	Poetry Setting Diary	Diary Narrative Setting Formal letter	Non-Fiction Letter Poetry Black out poem (Narrative poem)	Fiction Historical Fiction Shakespeare Week	Non-Fiction Biography	Fiction Play-Script
<i>The Lost Words</i> Week 1/2: Write a poem about dandelions using inspiration from The Lost Words Week 3/4: Write a description of a scene using inspiration from the local area and The Lost Words Week 5/6: Write a diary from the perspective of a dandelion -Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words that they meet -Checking the book makes sense to them, discussing their understanding and finding the meaning of words in context -Use dictionaries to check the spelling and meanings of words -Drawing inferences such as inferring a characters feelings, thoughts and motives from their actions,	<u>#1 Dandelion poem</u> <i>Imagery</i> <i>Noun phrases</i> <i>Alliteration</i> <i>Adverbials</i> <i>Scientific vocab (plants)</i> <i>Cohesion</i> <u>#2 Setting description</u> <i>Adverbials</i> <i>Sentence types</i> <i>Punctuation (c4c)</i> <i>Syntax</i> <i>Cohesion</i> <i>Paragraphs</i> <i>Joined writing</i> <u>#3 Dandelion diary</u> <i>Tenses</i> <i>Person</i> <i>Conjunctions</i> <i>Sentence types</i>	<u>#1 Formal letter (Parliament week)</u> <i>Passive voice</i> <i>Parenthesis</i> <i>Subjunctive mood</i> <i>Compound sentences</i> <i>Full range of punctuation</i> <u>#2 Diary</u> <i>Create atmosphere</i> <i>Adverbials</i> <i>Advancing action</i> <i>Commas for clarity</i> <u>#3 Narrative – story continuation</u> <i>Speech punctuation</i> <i>Adventurous vocab</i> <i>Paragraphs</i> <i>Modal verbs</i> <i>Adverbials</i> <i>Create atmosphere</i> <i>Full range of punctuation</i>	Letter -Use paragraphs to organise ideas. -Use of commas for clarity. -Use of modal verbs. -Use of conjunctions. -Use of fronted adverbials. -Use of semi-colons. Black out poem -Use of commas for clarity.	Historical Fiction - Use paragraphs to organise ideas. -In narratives, describe settings, characters and atmosphere. -Integrate dialogue in narratives to convey character and advance the action. -Use of punctuation for parentheses. -Use of fronted adverbials. -Use of semi-colons. Shakespeare Week	Biography - Use paragraphs to organise ideas -In non narrative use simple devices to support the reader (Heading, subheading, bullet points). -Use of commas for clarity. -Use of punctuation for parentheses. -Use of conjunctions. -Use of fronted adverbials. -Use of semi-colons.	Play-Script -In narratives, describe settings and characters. -Use of punctuation for parentheses. -Use of colons.

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and justifying inferences with evidence -Predicting what might happen next from details stated and implied -noting and developing initial ideas, drawing on reading and research where necessary -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -proofread for spelling and punctuation errors -ensuring the consistent and correct use of tense throughout a piece of writing Plan their writing by: -identifying the audience for and purpose of the writing, -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by:	Parenthesis Commas for phrasing and clauses Imagery Adventurous vocabulary	<u>#4 Informal letter</u>				
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-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Plan their writing by: -noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: -using a wide range of devices to build cohesion within and across paragraphs						
Focus Text	Lost Words	The Great Kapok Tree	Goodnight Mr Tom	Letters from a lighthouse	The viewer	Boy At the back of the class

*You can move the text types around to fit the topics and texts you want to use but objective coverage must remain the same for each text type (ensure similar targets are progressive).

**Can use videos and other hooks.

Example Texts:

South America

Running Wild by Michael Morpurgo

Survivors by David Long

The Island by Armin Greder (not a direct link)

Children in WW2

Letters from the Lighthouse by Emma Carroll

Carrie's War by Nina Bawden

The Lion and the Unicorn by Shirley Hughes

Goodnight Mister Tom by Michelle Magorian

Vikings

Viking Boy

Beowulf

She Wolf

Arthur and the Golden Rope by Joe Todd Stanton

The 1,000-year-old Boy by Ross Welford

The Saga of Erik the Viking by Terry Jones & Michael Foreman

Possible Extra Topic: Britain Through the Decades

Time Travelling with a Hamster by Ross Welford

Moondial by Helen Cresswell

The Viewer by Gary Crew

The Boy at the Back of the Class by Onjali Rauf (PSHE link)

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