

Year 6

**Feniton Curriculum Design - English**

Half Term	<b>Main Outcome</b> Purpose for Writing	Texts That Teach	Priority Objective/s To include grammar and punctuation.	<b>WHY teach this unit now?</b> Relevance to class/school setting/wider curriculum	<b>Progression</b> HOW will this unit build on prior learning?
Autumn 1	<b><i>Fiction</i></b> Write a voyage and return narrative based upon the blueprint	The Tempest by William Shakespeare	Draw upon what is already known, Identifying key story elements. Include a variety of details aimed at making writing more dynamic	Opportunity to achieve initial lengthy write.	Increase familiarity with wide range of books including fiction from our literary heritage.
Autumn 2	<b><i>Poetry</i></b> Telling a story through poetry making choices about poetic devices.	My mother saw a dancing bear by Charles Causley	Identify a wide range of forms of poetic device. Use adventurous vocabulary for added effect	Links to ‘animals including humans’ topic in Science.	Build upon previous knowledge of how authors use language including figurative.
Spring 1	<b><i>Fiction</i></b> Write an overcoming the monster narrative based upon the blueprint.	Beowulf Author unknown	Describing settings and characters. Integrating dialogue to advance the action.	Further the familiarity with wide range of literary heritage.	Consolidate knowledge of setting and character and expand the use of adjectives. Continue to build upon writing stamina and sustain readers interest with structure and cohesion.

Spring 2	<b>Non Fiction</b> Write a letter of persuasion arguing either in favour or against the construction of a mineral quarry at Straitgate Farm Ottery.	Paperbag Prince by Colin Thompson	Plan and draft making choices about audience purpose and form Linking ideas across paragraphs using a wider range of cohesive devices. Repetition of a word or a phrase. Using adverbials, ellipses.	Correlates to an ongoing local argument. (Still not resolved July 2022)	. To employ the antithesis as a strong argument. Use anecdotes, examples, facts and figures as evidence with which to enhance their argument.
Summer 1	<b>Fiction</b> Diary entry. Write from the viewpoint of Spike reviewing the day's events in 'The Watertower'. Challenge to include modal verbs, dialogue, semi-colons	The Watertower Gary	Use modal verbs or adverbs to indicate degrees of possibility. Use semi-colons to mark boundaries between independent clauses	Symbols and rituals throughout the picture book suggest strong sense of belonging, which correlates with PSHE objective.	Modelled introduction recapping perfect verb form (Yr 3/4): "The Watertower had stood over the town for as long as anyone could remember. People had been..." Children innovate, using perfect form to show uncertain, mysterious structures in an introductory paragraph to their story
Summer 2	<b>Fiction</b> Experiment with different approaches to planning, drafting and presenting writing, taking account of the time available	A Midsummer Night's dream By William Shakespeare	To be able to write an analytical essay drawing upon evidence found within the play. – 'How have the lovers changed'	Introduction of analytical essay to coincide with transition to the next level of education.	Integrate evidence into writing to support analysis or conclusions

## **End Points**

### **Fiction and Poetry**

By the end of the year, children will be able to...

Children will read a range of different genres. They will enhance their inference of characters' motives and feelings and be able to discuss and evaluate how authors use figurative language. They will learn to spell a variety of more sophisticated words with different prefixes and suffixes. They will also think about how words are related by learning about synonyms and antonyms. When writing a text, they will carefully select vocabulary and use a variety of presentational devices (including adverbials) to structure text. They will use a range of punctuation correctly, including semi-colons, colons, dashes and hyphens.

### **Non-Fiction**

By the end of the year, children will be able to...

Children will display a sound knowledge of the different non-fiction text types and be familiar with the features and conventions specific to each, such as the use of the first person when writing diaries and autobiographies. They will be able to reflect their understanding of the audience for the purpose of their writing by using appropriate grammar and vocabulary to enhance the effect it has on the reader. They will also be able to plan, structure and organise their non-fiction writing (using bullet points and subheadings, for example) and develop their initial ideas by drawing on reading and research where appropriate. By this stage, they will also be able to evaluate and edit their work, proposing changes to make sure the meaning of what they have written is clear.