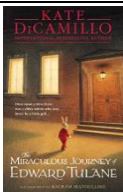
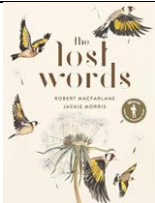
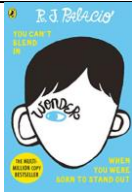

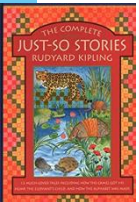


## Brookside Curriculum Overview – English (Year 6)

	Spring 1	Spring 2
<b>Reading objectives</b>	<p>To retrieve, record and present information from a text.</p> <p>To explain the meaning of words in context.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To draw inferences from a text and justify them with evidence.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>To discuss and evaluate how authors use language, considering the impact on the reader.</p> <p>To explain and discuss their understanding of what they have read.</p> <p>To provide reasoned justifications for their views in discussions.</p>
<b>Core texts</b>	 	  
<b>Writing</b>	<p>Persuasive writing</p> <p>Narrative</p> <p>Non-chronological reports</p> <p>Poetry</p> <p>Formal and informal language</p>	<p>Narrative</p> <p>Writing in the style of an author</p> <p>Discussion texts</p> <p>Diary entries</p>
<b>Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• Perfect tenses</li> <li>• Nouns into verbs</li> <li>• Complex sentences</li> <li>• Standard English</li> <li>• Phrases</li> <li>• Hyphens</li> <li>• Dashes</li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive form</li> <li>• Tenses</li> <li>• Verbs into adjectives</li> <li>• Conjunctions</li> <li>• Cohesion</li> </ul>

	<ul style="list-style-type: none"> <li>• Apostrophes for omission and possession</li> </ul>	
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Suffixes: endings which sound like 'shul' (cial and tial);</li> <li>• Endings which sound like 'shus', which are spelt 'cious' and 'tious';</li> <li>• Words ending in -able and -ible;</li> <li>• Words ending in -ably and -ibly;</li> <li>• Words ending in -ant, -ance and -ancy; words ending in -ent, -ence and -ency</li> </ul>	<ul style="list-style-type: none"> <li>• To add suffixes beginning with vowel letters to words ending in -fer</li> <li>• To add the suffixes -ary and -ory</li> <li>• To investigate the suffix -or and -ar</li> <li>• To know the 'i' sound spelt 'y' elsewhere than at the end of words.</li> <li>• To revise words with the ai sound spelt ei, eigh or ey</li> </ul>
<b>Handwriting</b>	Pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say.	
<b>Home</b>	<ul style="list-style-type: none"> <li>• Children need to read at least 4 times a week.</li> <li>• Children need to complete an activity for their reading journal or a comprehension. This will be set on Monday and needs to be returned the following week. These will be looked at and discussed during a Guided Reading session.</li> <li>• Once a book has been completed, the pupil will be awarded a leaf to attach to the Reading Tree.</li> </ul>	