St. Mary's Junior Academy: English Overview, Y6 (SPAG) (Reading) (Writing)

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome
A1	POR 1 book talk	POR 2 research and facts – not leaflet – prep for next lesson Vocabulary extension	SPAG Identify language and text features.	SPAG Main and subordinate clauses. Commas to mark clauses.	SPAG Cohesion – use of pronouns and sequencing techniques.	Wonder by R. J. Palacio	Discussion text
A2	SPAG tone of voice Reading summarising	POR 3 role play / hot seating – Empathy Justifications of character continued shared writing for discussion text for not going to school	Plan own discussion text	Independent writing of a discussion text – Hot task	Edit, improve, review, perform.		Alternative ending
A3	POR 4 – hot seating	Shared writing – SPAG focus direct and indirect speech	POR 5 role on the wall POR 6 precept	POR 7 hot seating characters Auggie and Mum – same event different perspectives	POR 8 character description POR 9 Via reflection		
A4	POR 10 Jack emotions graph	POR 11 role on the wall updated POR 13 timeline of events	POR 14 orally telling ending – reaction – story map ending POR 15 planning alternative ending – not as upbeat using chapter headings Awards, Floating, Pictures, The walk home.	POR 15 SPAG focus tone and register of Auggie (adult voice not child) shared writing mimicking register and style Shared write Awards chapter	Independent writing of Awards chapter		
A5	Write Floating chapter	Write Pictures chapter	Write The walk home chapter	Edit, improve and review ending. Record own version of ending as audio book for others	Listen to alternative endings from others in the class and reflect them – appropriate tone and register – how does a not so upbeat ending alter the novel		
A6	POR 9 Being human by Naima model text learn and box up – tell me questions	SPAG focus conditional sentences 'if' create if then sentences focus on clause demarcated by comma If I score a goal, then my team will win.	Take all the lines starting I wonder (link to story) and create new poem – use this new poem to innovate own version	Write own poem based on Being Human either shorten I wonder model or full poem	Perform, edit and review.		Human relationship poem – Being Human
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
A7	POR 1 role on the wall	POR 2 +3 (not poem) art fragmented	POR 4 similarities and difference	POR 7 teacher in role	POR 8 writing in character	The Journey by Francesca Sanna	Documentary script for refugees
A8	POR 9 spag focus colon to introduce a list of what they would take and then semicolons to separate phrases of items with description	POR 10 response to illustration	POR 11 SPAG focus prepositional phrases (not poetry)	POR 13 Role play – dialogue SPAG focus recapping speech punctuation and for effect to show characters feelings and thoughts	Model text of the opening of a script for a documentary on refugees – set up the documentary split into several parts – discuss these parts with the children and shared write a		

					plan for each section		
A9	Tadpole model text – SPAG focus layout of script with stage and camera directions – present tense	Shared write a section as class – SPAG focus narrator language and visuals chosen for effect on audience and showing bias of support for refugees	Write section of script	Write closing of document section of script	Perform, edit and review		
A10	POR 17 role on wall updated and tell me (not dance) analyse lyrics	POR 18 abstract language and symbolism SPAG focus	POR 21 responding to illustration and book talk	POR 25 thought bubbles	POR 26 end of book reflections and tell me		Extension of narrative
A11	Reread ending based on hope – how else could the story have ended – plan alternative ending	SPAG focus relative clauses Shared write – innovate an alternative ending	Write own alternative ending	Write own alternative ending	Perform, edit, review.		
A12	POR 5 The Raven model text – Tell me	POR 6 – line by line analysis – mood and tone create – symbolism of The Raven	Perform The Raven each stanza for a different group – record performance and review as a class	POR 6 innovate The Raven or freedom to create own poem in stanza form inspired by emotion and darkness	Perform own poems, edit and review		The Raven critique

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Sp1	POR 1+2 blurb / cover and chapter 1 tell me questions	POR 3 role on the wall – mapping out varying perspectives - comprehension	POR 4 contrasting settings – compare 2 houses – chapter 2 – plenary chapter 3	POR 5 – prediction of what they saw through the window using clues from text – plenary read chapter 4	Read chapter 5 POR 6 SPAG research – explore WW2 references and identify time period and aspects mentioned in book – bullet point consistency of punctuation	The Boy in the Striped Pyjamas by John Boyne

This book must be stressed as being fictional – the holocaust society recommends contrasting with When Hitler Stole Pink Rabbit as the main character from The boy.. is German and it tells their story which needs to have another side to give balance – hence the report | Alternative ending |
| Sp2 | POR 8 read chapter 6 – story map so far – shared write opening of letter from both Maria and Bruno to show different perspectives Plenary read chapter 7 | POR 9 freeze frame (not poem) POR 10 read chapters 9+10 compare and contrast Bruno and Shmuel Plenary chapter 11 SPAG contrasting conjunctions | POR 11 freeze frame visit preparation – read chapters 12 and 13

SBW in character diary - SPAG show not tell sentences | POR 12 read chapter 14 – conscience alley deny or accept knowing Shmuel Read chapter 15 – consequences for lie – naïve or clever Read chapter 16 for plenary | POR 20 Read to end of book – tell me questions – reaction to ending – personal reflection of the story | | |
| Sp3 | Reread final 2 chapters and discuss ending – have this as model text – identify text and language features used – tone of author voice – characterisation | POR 15 +16 Plan different ending – use final 2 chapters as frame – Shmuel breaks out not Bruno breaking in Shared write model start of new chapter 17 | Write alternative ending to story from plan | Complete alternative ending to story from plan | Edit, improve, review – publish (IT type up as formal insert to book) | | |
| Sp4 | Model text – learn – discuss language choice – text and language features – Should Bruno say he knows Shmuel? | Shared writing – use model to plan another discussion text Should Bruno go under the fence to help Shmuel? - Model opening and reasons for | Shared writing – from plan model reasons against and closing | POR 17 Discuss controversy around book and focus on Bruno Research thoughts around the book SPAG Bullet point punctuation consistency for note taking | Plan a discussion text for Is the naivety of Bruno's character to be believed? Give reasons for and against – go through recap of bullet point punctuation consistency | | Discussion text – should Bruno say he knows Shmuel Should Bruno go under the fence?

Should TBitSP be read in schools? |

Sp5	Write discussion text Plenary read WHSPR	Complete discussion text Plenary read WHSPR	Edit, review, improve – publish on display with role on wall from previous lessons Plenary read WHSPR	Read When Hitler Stole Pink Rabbit – tell me questions and story map so far	Complete reading of WHSPR and tell me questions with complete story map		Is the naivety of Bruno's character to be believed?
Sp6	Model text critique of contrasting 2 books – use The Journey and Wonder as already covered these this year – pick out text and language features – look at tone of voice and vocabulary selected	Read book report on TBitSP and model write a precise of the report – highlight key information from report – children to read book report on WHSPR and precise it SPAG	Plan a critique of WHSPR and BITSP Write opening	Complete critique	Peer review and edit, improve		Report and critique contrasting 2 books from WW2
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Sp7	POR 1 +2 character tell me from picture and then watch animation to story map events	Model text script form – learn and discuss vocabulary used	Model text script form – practise and pick out language and text features	SPAG – from model text show where commas have been used to clarify meaning – discuss ambiguity – practise use of commas to avoid	POR 3 +4 prophecies – compare and contrast Macbeth and Banquo – perform and freeze frame	Macbeth by William Shakespeare	Recount
Sp8	POR 5 shared write letter to Lady Macbeth	POR 6 shared write diary as Lady Macbeth	POR 7 role on the wall Macbeth before, during and after murder	POR 8 performance alternative depictions of murder scene	POR 11 mime of banquet scene and speech bubbles		
Sp9	Shared writing – recap story in 5 parts with plan – model write opening in recount form with detail using original language where possible – children to write own opening	Write build up	Write problem	Write resolution and ending	Edit, review and improve – discuss how converted from script to recount – discuss how original language was used – peer review using success criteria		
Sp10	POR 13 Recap section with Lady Macbeth – discuss state of mind – hot seat – model text of medical report for her - learn	Look at model text and comprehension practise with focus on vocabulary use	Look at model text use of subjunctive – examine effect and why used in this sort of report - SPAG	Look at model text and pick out passive voice – examine effect and use in this sort of report - SPAG	Act out scene with Macbeth before murder – have Macbeth in psychiatrist chair - shared writing – plan report for Macbeth – map out each section – language / text		Medical report
Sp11	Shared write report for Macbeth	Act out witches in psychiatrist chair – plan report for witch believing in seeing the future	Write medical report for witch	Complete medical report for witch	Edit, review and improve		
Sp12	Reread witch prophecies – learn and perform by heart	Analyse prophecy scene line by line – discuss language choice and imagery	Black out lines in scene and shared write replacements – discuss impact	Write own lines for witches to create imagery – keep repeat of double double…	Edit, review and improve. Perform own versions.		Witch's prophecy poem
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su1	POR 1 responding to a poem – tell me – art – contrasting with another	POR 2 response to a poem and analysis of poetic devices SPAG assonance / alliteration	POR 3 response to poem – analysis of secret strings – comparison with another poem - performance	POR 4 Note taking – poem analysis repetition / assonance / alliteration / simile / metaphor SPAG	POR 5 response to poem – tell me Black Smokers	Dark Sky Park by Philip Gross, illustrated by Jesse Hodgson	Environmental / nature poems

Su2	POR 6 – brainstorming and planning from stimulus – poets thoughts and processes	POR 6 – mapping out poem and trying out language	POR 6 consolidating ideas to form own poem	POR 6 producing own poem – IT / images / letters colours and sizes for impact	Edit, review and improve – perform poem and record – evaluate own and other performances	
Su3	POR 9 language focus Snow leopard poem Share transcript of TV advert for saving donkeys Look at text features – layout of script – brackets for directions – description of images being used	Look at language features in transcript – how is it persuasive SPAG – emotive words / personal pronouns – images to shock and provoke empathy	Watch TV advert of model transcript – discuss impact – look at choice of voice over and expression with pace of words - camera angles – close ups – panning shots – long shots Use tablets / ipads to practice camera skills and IT skills of adding words / titles / images onto video – using a video editor	Look at a variety of ad campaigns for different animals – evaluate each ones effectiveness to get people to donate to support them – look for key phrases or features that make each effective – share the corresponding poster advert that reinforces message from TV ad	SPAG research snow leopard plight – fact checking – notes so style of writing and handwriting appropriate – consistency of punctuation for bullet points		Persuasive writing – donate to save snow leopards TV advert
Su4	In groups use research to write own transcript – think about emotive language – use of layout of transcript – camera angles – voice over	Complete transcript as a group – practise different elements – record some parts	Select images / record more of transcript – begin to bring together TV advert	Complete TV advert on video editor software and save - if time create a poster advert to back up and reinforce message of need for these animals	Watch TV adverts from each group and evaluate own and others complete work		
Su5	Model texts – biographies of Joseph Coelho and Grace Nichols (recap previous units and poets) Find common language and text features	SPAG – use model text to show colons to show independent clauses Practise in text type style with notes for Valerie Bloom	SPAG – use model text to show semi colons to separate clauses – Practise in text type style with notes for Valerie Bloom – discuss when to use colon and when to use semi colon and why	Shared writing – model using notes from previous lesson to plan and construct biography for Valerie Bloom – use model texts to support	Complete shared writing of biography for Valerie Bloom		Biography of poet
Su6	Research poet Philip Gross SPAG notes – precising – bullet points – handwriting and style appropriate for purpose - fact checking	Planning - sequence information gathered - make choices of what should be included – where to add colon and semi colon – where key language and text features will be added	Write biography from plan	Complete biography from plan	Edit, review and improve – publish alongside favourite poem from unit – give personal response for collection of poems studied.		
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su7	POR 1 – response to an illustration (book cover) POR 2 – reflection of a journey	POR 3 – role on the wall – read introduction Research time and location for knowledge of context of the book	POR 4 +5 Research crew jobs and responsibilities Note taking – bullet points – style of writing needed – precising long piece of information – fact checking	POR 10+11 read setting sail and pack a suitcase as a crew member – make lucky charm from clay	Have model text of a log from Shackleton for setting sail – discuss features of log writing – purpose – person – tone Children to write own log entry as crew member	Shackleton's Journey by William Grill	Narrative through log writing
Su8	POR 13 (not poem) read from England to Georgia and Expedition Map	Read p21 – 28 Freeze frame and role play moral at the time – how	Read from Isolation to Sailing to Elephant Island	POR 18 conscience alley – read to end of chapter the most	Read to storming whaling stations – discuss safety – freeze frame action		

	and into the Weddell sea – model text of logs from Shackleton's perspective – children to write as the crew member their next logs	they were feeling – model text logs from Shackleton – children write their next logs	Freeze framing and hot seating – thoughts and feelings – model text from Shackleton log – children write own logs for this stage	treacherous in the world… Model text from Shackleton log – children write own logs for this stage	and thoughts – model text of Shackleton log – children write own logs for this stage		
Su9	Read to end of Departure – hotseating characters – model text of Shackleton's log entry – children write theirs	Read to end of book – freeze frame and hotseat characters – model text of Shackleton's log – children write theirs	Read through all model texts of Shackleton's logs – discuss character tone and emotional changes throughout but keeping voice and style of character clear – children to reread their logs and ensure consistency of style and recognising the emotional changes throughout	Reread logs – pick out key features of cohesion within paragraphs and across paragraphs – children to edit and improve their own logs to ensure cohesion between and across is evident.	Reread logs – pick out the use of colons and semi colons for independent clauses as previously covered – children to edit and improve their logs to show where these would be appropriate and why.		
Su10	Reread book and discuss – tell me questions – personal opinion to be given on the book	Share real job advert put out for crew of endurance Have model text of a CV for a crew member to apply – discuss purpose and text features	Shared writing – complete application form in block capitals for crew member position - shared write questions for interview – model answering in role and formal approach – how to sit – actively listen – give thought to answers before responding – children to interview each other in role as Shackleton and crew member	Look at model text CV and identify language features Shared writing create a CV for a different crew member applying – link to log writing of one of the class	Share job advert for a paper round position local to the school – children to plan their own CV to apply		Writing a CV Job application for crew of Endurance
Su11	Write own CV	Share CVs as a class and decide who should get the job – edit, review and improve	Discuss that the CV sent in has moved to the next stage and the application form now needs complete – model use of block capitals and one letter per box – children to complete own form SPAG	Discuss application has been received and now looking for interview – shared writing create questions for interview of this type of position	Children to be filmed in pairs acting as the interviewer asking the questions written in previous lesson and as interviewee – give feedback on responses – discuss type of language and tone to use in this formal setting SPAG formal language / presentation		
Su12	Show pictures from text of blizzard on the ship Model text used of Counting Snowflakes in a Blizzard – wonder and awe created – tell me questions	Compare and contrast blizzard from book to blizzard in poem – recap SPAG metaphor – simile – onomatopoeia – assonance – repetition – rhyme - personification	Brainstorm phrases from imagery of the picture in book – shared write together poem based on raging storm - weather element and emotion	Children to pick own weather element and emotion behind it to create own poem	Children to present and perform their poems for children to recognise weather and emotion being presented Edit, review and improve Peer evaluations		Free verse poem

			Model – blizzard and awe				