

SPS ENGLISH SPINE – YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	HISTORY <i>What can the census tell us about local areas?</i>	GEOGRAPHY <i>The Amazing Americas</i>	SCIENCE <i>Healthy Bodies</i>	HISTORY <i>What was the impact of WW2 on the people of Britain?</i>	HISTORY <i>Who should go on the new £10 bank note?</i>	GEOGRAPHY <i>Energy and Environment</i>
BIG QUESTION	<i>How important can a piece of paper be?</i>	<i>How can things survive in a desert?</i>	<i>Why is it important to look after our bodies?</i>	<i>How did the war affect children?</i>	<i>In what ways can people change the course of history?</i>	<i>How can we save the world from the effects of climate change?</i>
TOPIC	MAPPING OUR PAST	HOLA MEXICO!	SURVIVAL OF THE FITTEST	LEST WE FORGET	UNHEARD HISTORIES	EXTREME EARTH
CORE TEXT	Street Child by Berlie Doherty	Holes by Louis Sachar	Pig Heart Boy by Malorie Blackman	War Horse by Michael Morpurgo	Titanic Detective Agency by Lindsey Littleton	Floodland by Marcus Sedgwick
EXTRA TEXTS	Hettie Feather Rivet Boy	Trash Cactus Hotel	Wonder The Bubble Boy	Stay where you are and then leave	Great Britons Who's Who In British History	Boy in the Tower
WRITING PURPOSE & TASKS	WRITING EXPECTATIONS (FIRST WEEK)	WRITING TO INFORM <i>Non-Chronological Report – New Desert Creature</i> <i>GS MODEL TEXT – Desert Creatures</i> <i>GS UNIT GUIDE (The Galapagos Flying Lizard)</i> <i>Follow Whole Unit Guide</i>	WRITING TO ENTERTAIN <i>Recount – Cam's Diary Entry</i> <i>GS MODEL TEXT – My Heart A Ticking Time Bomb</i> <i>GS UNIT GUIDE (A Day In The Life Of A Street Child)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Pig Heart Boy'.</i>	WRITING TO ENTERTAIN <i>Narrative – WW2 Flashback Story</i> <i>GS MODEL TEXT – The Piano</i> <i>GS UNIT GUIDE (Wartime)</i> <i>Follow Whole Unit Guide</i>	WRITING TO INFORM <i>Recount – Newspaper Report</i> <i>GS MODEL TEXT – Titanic Sinks (Y5)</i>	WRITING TO PERSUADE <i>Persuasive Speech – Vote for Zoe</i> <i>GS MODEL TEXT – Vote for Aphrodite (Y5)</i> <i>GS UNIT GUIDE (Visit Mexico)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Zoe'.</i>
	PVPG LESSONS		WRITING TO DISCUSS <i>Balanced Argument - Xenotransplantation</i> <i>GS MODEL TEXT – Should Animal Organs Be Used In Modern Medicine?</i>		WRITING TO ENTERTAIN <i>Characterising Speech – Bessie & Mother</i> <i>GS MODEL TEXT – Women And Children First</i> <i>GS UNIT GUIDE (Surviving The Air Raid)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Bessie & Mother'.</i>	
			POETRY <i>Personification/Metaphor Poems (Anti-Bullying theme)</i>		POETRY <i>Free Verse (War Poems theme)</i>	
Wider Curriculum Writing Possibilities	Biography for Charles Darwin (Science) Day in the life of a Street Child (History)	Advert for friendships (PSHE) Debate on Christmas Traditions (RE)	Explain the circulatory system (Science) News Report for Cam's operation (English)	Creating a wartime recipe (DT) Diary for an evacuee (History)	Biography of key historical figure (History) Writing own song lyrics (Music)	Radio Interview Script – Life Story (PSHE) Discussion – Should we recycle? (Geography)

SPS WRITING PROGRESSION – YEAR 6

NC 2014 PROGRESSION

Y6	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes: <ul style="list-style-type: none"> ▪ <i>words from root words using prefixes and suffixes</i> - suffix: <i>adding to words ending in –fer</i> - prefixes: <i>bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</i> - suffixes: <i>-ate, -ise, -ify to convert nouns into adjectives.</i> ▪ Spell some words with silent letters ▪ Spell words with hyphens. ▪ Continue to distinguish between homophones and other words, which are often confused. ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: <ul style="list-style-type: none"> - <i>ough</i> - <i>ible/ibly and able/ably</i> - <i>'ie', 'ei' and 'cei' words</i> ▪ Use dictionaries to check the spelling and meaning of words ▪ Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary ▪ Use a thesaurus ▪ Apply rules from Spelling Progression – Y6 	<ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed. ▪ Recognise when to use an unjoined style: <ul style="list-style-type: none"> ▪ <i>e.g. for labelling a diagram r data, writing an email address or for algebra</i> ▪ <i>e.g. capital letters for filling in a form</i> ▪ Choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> ▪ Writing is appropriate to the audience and purpose. ▪ Writing uses the appropriate form. ▪ Develop characterisation, setting and atmosphere. ▪ Dialogue used to develop character and advance action. ▪ Select appropriate grammar and vocabulary to enhance and clarify meaning. ▪ Build cohesion within and across paragraphs. ▪ Organisational and presentational devices used to structure writing and guide the reader. ▪ Assess the effectiveness of their own and others' writing. ▪ Verb tense is consistent and correct throughout. ▪ Subject and verb agreement is accurate. ▪ Proofread for spelling and punctuation errors. ▪ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> ▪ Punctuation: <ul style="list-style-type: none"> ○ correct speech punctuation for all speech ○ commas to clarify meaning or avoid ambiguity ○ hyphens to avoid ambiguity ○ brackets, dashes or commas for parenthesis ○ colon to introduce a list or speech in playscripts ○ semi-colons, colons or dashes to mark boundaries between independent clauses. ○ bullet points for a list ○ ellipsis ▪ Formal and informal vocabulary and structures including passive and subjunctive. ▪ Use perfect form of verbs to mark relationships of time and cause. ▪ Use expanded noun phrases to convey complicated information concisely. ▪ Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. ▪ Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun. ▪ Use cohesive devices within a paragraph e.g. then, after that, this, firstly. ▪ Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he <i>had</i> seen her before).

SCHOOL PROGRESSION

Y6	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<ul style="list-style-type: none"> ▪ Phrases/Clauses: ▪ Recognise and use a range of phrases: noun, verb, adjectival, adverbial, prepositional ▪ Use two coordination conjunctions with three main clauses ▪ Use a coordinating and subordinate conjunction with two main and one subordinate clause ▪ Use expanded noun phrases <i>e.g. The wicked witch, who crashed her broom, is over there, feeling dazed.</i> ▪ Use colons to link related causes (<i>because</i>) ▪ <i>e.g. England was a good country to invade : it had plenty of useful land.</i> ▪ Use semi-colon to mark the boundary between related clauses (<i>but</i>) ▪ <i>e.g. Some argue football is the best sport ; others say that it's cricket.</i> ▪ Adding detail: ▪ Use indefinite pronouns: another, anybody, anyone, everybody, everyone, little, much, other, many, others, all, any, most, none, such ▪ Use of question tags for informality <i>e.g. He's in your class, isn't he?</i> ▪ Use of ellipsis to create suspense and to show missing words in a quote. ▪ Use of repetition for effect in persuasion, suspense and emphasis. ▪ Mixture of active and passive verbs ▪ <i>e.g. The boy kicked the ball / The ball was kicked by the boy.</i> ▪ Use of the subjunctive in very formal writing <i>e.g. If I were you.</i> ▪ Exciting Sentences: ▪ De : De ~ Some ; others ~ Imagine 3 examples ~ 3 bad - 	<ul style="list-style-type: none"> ▪ Full use of technical and subject specific language ▪ Use formal language <i>e.g. discover, request, enter</i> ▪ Use of collective nouns ▪ Use of hyphens for compound words to avoid ambiguity <i>e.g. man-eating-shark</i> ▪ Tier 2 Vocabulary – Y6 	<ul style="list-style-type: none"> ▪ Use a mixture of sentence openers to indicate time, reason, manner and place: <ul style="list-style-type: none"> - Words ending -ing - Similes using 'as ... as' and 'like' - Prepositional phrases - Adverbials - Conjunctions - Words ending -ed <p style="text-align: center;"><u>ISPACE</u></p>	<ul style="list-style-type: none"> Coordinating: ▪ ALL FANBOYS Subordinating: ▪ ALL A WHITE BUS Correlative: ▪ <i>whether ... or</i> Adverbials of time: ▪ <i>e.g. beforehand, nowadays, subsequently</i> 	<ul style="list-style-type: none"> Future progressive ▪ will be + 'ing' form of verb ▪ To show something will be happening continually ▪ <i>e.g. I He will be walking to school</i> Future perfect ▪ will have + past participle of verb ▪ To show something will be happening at an unspecified time <i>e.g. He will have walked to school</i> ▪ Use of all 9 verb tenses ▪ Use full range of modal verbs ▪ Use full range of adverbials for possibility

SPS READING PROGRESSION – YEAR 6

SPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	Street Child	Paperback – Chapter Book	1993	Historical – True Story	208
	Holes	Paperback – Chapter Book	1998	Adventure	240
	Pig Heart Boy	Paperback – Chapter Book	1997	Reality	256
	War Horse	Paperback – Chapter Book	1982	Historical – War	192
	The Titanic Detective Agency	Paperback – Chapter Book	2019	Mystery - Adventure	206
	Floodland	Paperback – Chapter Book	2000	Science Fiction	128
	Poetry Types: Personification/Metaphor, War Poems, Narrative Poems				

WORD READING:

Y6	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <ul style="list-style-type: none"> -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly 	<ul style="list-style-type: none"> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i> 	<ul style="list-style-type: none"> Read age-appropriate (Black) texts at 90+ words per minute Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural – as if they are speaking Reading Level(s): Book Bands – Black <p>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p>

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Provide reasoned justifications for their views Confirm and modify predictions in light of new information Give more than one piece of evidence to support each point they make Draw evidence from different places across the text Draw inferences based on indirect clues 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Ask their own critical thinking questions that take the discussion beyond the text

YEAR 6 RESPONSES TO READING

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Which book do you prefer out of ...? ▪ Put these books in order of preference ... ▪ Which book would you recommend to your friend? Why? ▪ Which character would you least like to meet? Why? ▪ Who is the most interesting character you have ever come across? ▪ How has the author set this book out differently to other books you have read? ▪ Why do you think the author has chosen this layout? ▪ Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? ▪ Whose perspective is the story told from? ▪ What was revealed at ... in the story? ▪ Why did ... feel they had to ...? ▪ Which of these drawings best represents the ...? ▪ What did ... have to do in order to ...? ▪ What helped ... to ...? ▪ Look at the paragraph beginning ... What conclusion does ... draw from this? ▪ Where in the book would you find? ▪ What can you learn about ... from this section? ▪ Give one example of ... 	<ul style="list-style-type: none"> ▪ Find and copy a word that suggests ... ▪ Can you suggest and adverb to show how the main character did ...? ▪ How has the author's choice of words created the feeling ...? ▪ What do you think the writer is saying when they ...? ▪ What does that imply / suggest / indicate about ...? ▪ Find two or three ways that the writer tells you the ... is ... ▪ By writing a line in this way, what effect has the author created? ▪ In the story, why does the author mention ... a lot? ▪ What do you think the writer meant by ...? ▪ Why do you think the author chose the words ...? ▪ "Quote". Give two impressions this gives you of ... ▪ Has the writer been successful in their purpose or use of language? 	<ul style="list-style-type: none"> ▪ Would the story be different if it was told from ... point of view? How? ▪ According to the evidence in text, how did ... happen? ▪ What are three ways that ... shows ...? ▪ How is ... portrayed ...? ▪ What does this paragraph tell you about the character of ...? ▪ The character did not seem to be ... How can you tell this from their actions? ▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ... ▪ Do you think the choice of setting will influence how the plot develops? ▪ Can you think of another story that has a similar theme / issue? Do you think this story will go the same way? ▪ Which stories have openings like this? Do you think this one will develop in the same way? 	<ul style="list-style-type: none"> ▪ Number the paragraph summaries 1-6 to show the order in which they appear in the text. ▪ Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. ▪ Summarise the main things you have learned from this book. ▪ Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website. ▪ Re-write a section of the book as a play script or a text for younger children. 	<ul style="list-style-type: none"> ▪ Is the author trying to get you to agree with their point of view? How do you know? ▪ Why is ... a crucial character in the story? ▪ Compare two settings in the story. Why are they both significant? ▪ Find and copy and example of a metaphor / personification used in the text. ▪ How does the metaphor ... add meaning to the text? ▪ How does the personification ... add meaning? ▪ Why did the author choose to use a question / bullet point / sub heading / table etc to present the information? ▪ In what ways do the illustrations support the instructions? ▪ How could this text be improved? ▪ Who do you think this information is for? ▪ In which text type would you normally find a ...?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ... ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Recommendations to a friend ▪ Drawing favourite book cover ▪ Postcard to a teacher ▪ Poster for the Library 	<ul style="list-style-type: none"> ▪ Speedometer summary. ▪ Complete the chart matching the details / events. 	<ul style="list-style-type: none"> ▪ Compare two texts and explain which one is best. ▪ Continue the description in the style of the author. 	<ul style="list-style-type: none"> ▪ Write an internal monologue from the perspective of the main character. ▪ Create an emotions mind map for the main character ▪ Create some character Top Trump cards 	<ul style="list-style-type: none"> ▪ Sequence the events in the order they happened in the text. 	<ul style="list-style-type: none"> ▪ Text analysis and annotation. ▪ Tick the box to show what it is being compared to.

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 6

Y6	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	<ul style="list-style-type: none"> ▪ Listen with understanding to a wide range of challenging texts and spoken material. ▪ Analyse and evaluate the purpose, viewpoint, and effectiveness of spoken content. ▪ Respond with clarity, confidence, and appropriate formality. ▪ Make reasoned comparisons between texts, ideas, or opinions heard. ▪ Demonstrate higher-order comprehension by synthesising information from multiple sources in discussions and responses. 	<ul style="list-style-type: none"> ▪ Ask probing questions to analyse ideas or arguments. ▪ Explain and justify opinions with detailed reasoning and evidence. ▪ Evaluate the strength of ideas or arguments, offering counterpoints. ▪ Participate in structured debates, discussions, and presentations with clarity and purpose. 	<ul style="list-style-type: none"> ▪ Apply vocabulary flexibly and purposefully across all subjects. ▪ Analyse the impact of word choice on meaning, tone, and style. ▪ Understand etymology and morphological structure of complex words. 	<ul style="list-style-type: none"> ▪ Deliver high-quality presentations or performances to varied audiences. ▪ Use advanced expressive techniques (intonation, gesture, facial expression, pauses) to enhance impact. ▪ Evaluate performances critically, analysing effect on audience and suggesting refinements. ▪ Reflect on own development and adapt work accordingly.
Activity ideas	<ul style="list-style-type: none"> ▪ Critical listening tasks: listen to multiple perspectives and compare them. ▪ Listening to historical speeches or debates and analysing techniques. ▪ Group discussions: formulate reasoned arguments supported by evidence. ▪ Summarise and present information from multiple audio or oral sources. 	<ul style="list-style-type: none"> ▪ Formal Debates: Pose questions, respond with evidence, and challenge counterarguments. ▪ Critical Discussion Groups: Analyse a text, historical event, or scientific problem, then discuss findings. ▪ Inner and Outer Circle Discussions: Pose and respond to higher-order questions about themes, motives, or outcomes. ▪ Problem-Solving Panels: Students propose, justify, and evaluate solutions as a group. 	<ul style="list-style-type: none"> ▪ Author Study: Examine how authors' word choices affect tone and meaning. ▪ Advanced Thesaurus Challenges: Replace common words with nuanced alternatives to improve style. ▪ Precision Writing Tasks: Write detailed explanations, narratives, or persuasive texts using tier 2 and 3 vocabulary. ▪ Vocabulary Debates: Argue a point using rich, subject-specific vocabulary. 	<ul style="list-style-type: none"> ▪ Classroom Productions: Perform adapted plays or original scripts. ▪ Formal Presentations: Present research projects or persuasive arguments to peers or wider school. ▪ Performance Reviews: Watch a performance or presentation and analyse effectiveness. ▪ Self & Peer Evaluation: Use criteria to reflect critically and suggest improvements.
Sentence Stems	<ul style="list-style-type: none"> ▪ "I think the speaker's purpose is ..." ▪ "This is effective/ineffective because ..." ▪ "Comparing these ideas, I notice ..." ▪ "From what I heard, I conclude that ..." 	<ul style="list-style-type: none"> ▪ "I think the speaker/author's purpose is ... because ..." ▪ "This argument is strong / weak because ..." ▪ "From what I heard/read, I conclude ..." ▪ "I challenge this idea because ..." 	<ul style="list-style-type: none"> ▪ "The word ... creates a feeling of ..." ▪ "I chose ... because it shows ... more precisely than ..." ▪ "This word changes the meaning / tone by ..." ▪ "I can combine ... and ... to make my explanation stronger." 	<ul style="list-style-type: none"> ▪ "I presented ... effectively by ..." ▪ "I used ... to create ... for the audience" ▪ "I think ... worked well because ..." ▪ "Next time I could ... to improve ..." ▪ "This performance makes the audience feel ... because ..."