**Year 6 English**

**Curriculum**



**B ounce**

**Back**

When planning English for the Autumn Term, please ensure that you have the following elements included. From analysis, this year group must focus on specific SPaG techniques that enhance the grammar of extended pieces. Children need a particular focus on understanding grammatical terminology and using this appropriately in sentences. Spelling must also be a priority for this cohort during this ‘Bounce Back’ period.

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| **Week 1** | **Focus on PSHE, social distancing rules, class rules, general settling back in and expectations. Baseline phonic assessments can be carried out within this week as well as providing the children with an opportunity to write at length for assessment purposes. This will inform which children need to focus on below strands. Please note – *productivity and pace* are a must. Therefore, when children show that they are secure with year 5 content, move them on to Year 6 Autumn content.** |
| **Speaking and Listening** | Opportunities must be provided to support those who have had little or no English during the lockdown period. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.  Some of the following activities can be used as a precursor to writing or as a tool to further unpick texts explored in class:   * Games and drama * Barrier games * Speaking frames * Paired/Group talk |
| **AfL expectations** | * All children to be read with within week one and Salford’s completed where needed/necessary. * Read current book band and assess suitability * One piece of extended writing to be completed as an assessment piece – this will then inform pitch needed. * Formative assessment is essential during the bounce back stage and must underpin all that is taught. This assessment must then be used to ‘regularly’ alter pitch and pace. * Complete SPaG/Reading Statutory Assessment test where possible to identify gaps. |
| **Weeks 2-8**  **Grammar and Punctuation** | The following elements to be taught through three text types over the course of Bounce Back period; Non-Chronological report/Biography/Narrative (Story)  Please refer to following document to ensure correct pitch for tasks. This document will provide you with exemplars to assist with planning.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf>   * Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify * Using relative clauses starting with who, which, where, when, whose, that * Showing degrees of possibility using adverbs or modal verbs * Using words and phrases to build cohesion within a paragraph * Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices * Using brackets, dashes, or commas to indicate parenthesis * Using commas to clarify meaning |
| **Weeks 2-8**  **Spelling** | *Spelling is to be timetabled into your week and taught explicitly*   * Using more prefixes and suffixes * Spelling some words with ‘silent’ letters * Knowing the difference between homophones and other confusing words * Using morphology and etymology in spelling * Checking spellings in a dictionary * Using a thesaurus |
| **Weeks 2-8**  **Reading** | ***It is important to note that children will have missed the opportunity to explore a wider range of texts. In Year 5, children would have been encouraged to read widely. This way, they will become familiar with many different types of language and writing. As part of this Bounce Back period, encourage children to talk about and explore their understanding of a wide range of books including stories, non-fiction, poetry, and play-scripts.***   * Understand root words, prefixes, and suffixes * Read and talk about a wide range of fiction, poetry, plays, and non-fiction * Recommend books to friends * Talk about and compare themes in books * Learn a range of poetry by heart and read poems and playscripts aloud * Check that the text makes sense to them * Read between the lines and use evidence from the text to justify thinking * Predict what might happen next * Identify how the language, structure, and presentation of a text adds to its meaning * Talk about how authors use language * Tell the difference between fact and opinion * Talk about books, building on their own and others' ideas * Talk about what they have read in presentations and debates |
| **Further guidance** | At least two SODA activities should be based around SPaG and Reading on a weekly basis  Children need to be given the opportunity within spelling tests to embed and secure common exception words from previous year. Twinkl spellings are useful.  Make teaching short, concise and repetitive where necessary.  Homework is to reflect Bounce Back Curriculum. Ensure this is reviewed in class.  Use time smartly - The extra 30 minutes prior to lunch can be used to embed, practice or rehearse SPaG  Provide opportunities for S&L to support those who have had little English during lockdown |