


Year 6 English Curriculum

	Autumn			
Curriculum focus/links	Terminology: subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points			
Genre and Text/Focus	Fiction - Adventure Tale Face Off	Non-fiction - Newspaper Article Face off	Fiction - Adventure Tale Face Off	Non-fiction - Newspaper Article Face off
Writing Outcome	children will be able to write an adventure tale.	Children will be able to write in the style of a newspaper article.	children will be able to write an adventure tale.	Children will be able to write in the style of a newspaper article.
Vocabulary, Grammar and Punctuation	<p>using dashes to mark boundaries between independent clauses recap using a colon to introduce a list introduce difference between passive and active verbs linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time using expanded noun phrases to convey complicated information concisely use dialogue to show character and to advance the action 3rd person - past tense technical vocabulary to add precision linked to climbing</p>	<p>using dashes to mark boundaries between independent clauses using a colon to introduce a list introduce difference between passive and active verbs Linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time vary sentence structure, length and type Direct and reported speech Modal verbs and adverbs of possibility passive and active voice</p>	<p>using dashes to mark boundaries between independent clauses recap using a colon to introduce a list introduce difference between passive and active verbs linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time using expanded noun phrases to convey complicated information concisely use dialogue to show character and to advance the action 3rd person - past tense technical vocabulary to add precision linked to climbing</p>	<p>using dashes to mark boundaries between independent clauses using a colon to introduce a list introduce difference between passive and active verbs Linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time vary sentence structure, length and type Direct and reported speech Modal verbs and adverbs of possibility passive and active voice</p>
Transcription- handwriting	<p>Pen Pals letter formation plus:</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. <p>1 Style for speed: crossbar join from t: th, ti, tr, ta, tt 2 Style for speed: looping from g: gl, gi, gr, ga, gg 3 Style for speed: looping from j and y: je, jo, ye, yr, yo 4 Style for speed: looping from f 5 Style for speed: different joins to s 6 Style for speed: looping from b 7 Style for speed: joining from v, w, x and z 8 Handwriting for different purposes: abbreviations 9 Spacing between words 10 End-of-term check</p>			

Year 6 English Curriculum

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- 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 learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

Transcription - spelling

Twinkl Autumn 1a Overview

1. Ambitious, Synonyms, Adjectives 2. Homophones & near, homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy 3. Adjectives ending in -ant into nouns ending in -ance/-ancy 4. Adjectives ending in -ent into nouns ending in -ence/-ency 5. Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. 6. Hyphens: To join compound adjectives to avoid ambiguity 7. Review

Twinkl Autumn 1b Overview

1. Words ending in -able 2. Words ending in -ible 3. Words ending in -ably 4. Word families based on common words, showing how words are related in form and meaning 5. Word families based on common words, showing how words are related in form and meaning 6. Creating diminutives using prefixes micro or mini- 7. Review

Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension


Reading- key objectives

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry by heart.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
- Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.

Year 6 English Curriculum

	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction texts. • Identify key details which support main ideas; summarise content drawn from more than one paragraph. • Participate in discussions about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. • Explain their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic 			
Reading spine text	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts
Focus (highlight chosen focus)	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

Year 6 English Curriculum

	Spring			
Curriculum focus/links			Terminology: subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
Genre and Text/Focus	Fiction - A Suspense Tale Alma	Non-fiction - Biographies	Fiction - A Suspense Tale Alma	Non-fiction - Biographies
Writing Outcome	Children will be able to write their own suspense tale.	Children will be able to write in the style of a biography.	Children will be able to write their own suspense tale.	Children will be able to write in the style of a biography.
Vocabulary, Grammar and Punctuation	using semi-colons or dashes to mark boundaries between independent clauses subjunctive form how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] recap modal verb forms dialogue to show character and advance the action internal voice rhetorical questions subordination to add extra details Imagery and figurative language Symbolism, hyperbole, alliteration, similes/metaphors, onomatopoeia, oxymorons	using the perfect form of verbs to mark relationships of time and cause subordination to add extra details use the passive verb forms	using semi-colons or dashes to mark boundaries between independent clauses subjunctive form how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] recap modal verb forms dialogue to show character and advance the action internal voice rhetorical questions subordination to add extra details Imagery and figurative language Symbolism, hyperbole, alliteration, similes/metaphors, onomatopoeia, oxymorons	using the perfect form of verbs to mark relationships of time and cause subordination to add extra details use the passive verb forms
Transcription - handwriting	Pen Pals letter formation plus: Pupils should be taught to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 11 Improving handwriting: the importance of consistent sizing 12 Improving handwriting: the importance of proportion 13 Improving handwriting: the importance of spacing 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders 15 Improving handwriting: the importance of closed and open letters 16 Improving handwriting: pen breaks in longer words 17 Handwriting for different purposes: annotations 18 Handwriting for different purposes 19 Choice of handwriting tools			


Year 6 English Curriculum

Transcription - spelling	<p>20 End-of-term check</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• 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 learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them <p>Twinkl Spring 2a Overview 1. Adding suffixes beginning with vowel letters to words ending in -fer 2. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) 3. Words with the long/e/ sound spelt 'ie' or 'ei' after c (and exceptions) 4. Word families based on common words, showing how words are related in form and meaning 5. Word families based common words, showing how words are related in form and meaning 6. Statutory Spelling Challenge Words 7. Review</p> <p>Twinkl Spring 2b Overview 1. Words with endings which sound like /shuhl/ after a vowel letter 2. Words with endings which sound like /shuhl/ after a consonant letter 3. Words with a 'soft c' spelt /ce/ 4. Word families based on common words, showing how words are related in form and meaning 5. Word families based on common words, showing how words are related in form and meaning 6. Statutory Spelling Challenge Words 7. Review Week</p>
Reading- key objectives	<p>Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none">• Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks.• Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. <p><u>Comprehension</u></p> <ul style="list-style-type: none">• Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.• Show familiarity with different text types which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.• Recommend books to others, giving reasons for their choices; state preferences.• Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.• Demonstrate that they have learned a wide range of poetry by heart.• Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.• Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.• Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.• During discussion, ask pertinent questions to enhance understanding.• Make accurate and appropriate comparisons within and across different texts.

Year 6 English Curriculum

	<ul style="list-style-type: none"> • Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. • Distinguish between fact and opinion. • Retrieve, record and present information from non-fiction texts. • Identify key details which support main ideas; summarise content drawn from more than one paragraph. • Participate in discussions about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <p>Explain their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic</p>			
<p>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

Year 6 English Curriculum

	Summer			
Curriculum focus/links			Terminology: subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
Genre and Text/Focus	Fiction Evacuee Stories	Non-fiction -Descriptive text In the style of David Attenborough	Fiction Evacuee Stories	Non-fiction -Descriptive text In the style of David Attenborough
Writing Outcome	Children will be able to write their own evacuee narrative.	Children will be able to write a descriptive, non-fiction text.	Children will be able to write their own evacuee narrative.	Children will be able to write a descriptive, non-fiction text.
Vocabulary, Grammar and Punctuation	using semi-colons, colons or dashes to mark boundaries between independent clauses ellipsis selecting the appropriate form to match the audience and purpose selecting appropriate grammar and vocabulary, to change or enhance meaning describing settings, characters and atmosphere using a wide range of devices to build cohesion within and across paragraphs Additional tool kit 1st person - past tense Use direct and reported speech appropriately Questions and exclamations...	using semi-colons, colons or dashes to mark boundaries between independent clauses ellipsis selecting the appropriate form to match the audience and purpose selecting appropriate grammar and vocabulary, to change or enhance meaning using a wide range of devices to build cohesion within and across paragraphs present tense Questions and exclamations Manipulating punctuation and sentence structure to fit the register and to maintain the register Focus on formality Use of commas and semi-colons to avoid ambiguity	using semi-colons, colons or dashes to mark boundaries between independent clauses ellipsis selecting the appropriate form to match the audience and purpose selecting appropriate grammar and vocabulary, to change or enhance meaning describing settings, characters and atmosphere using a wide range of devices to build cohesion within and across paragraphs Additional tool kit 1st person - past tense Use direct and reported speech appropriately Questions and exclamations...	using semi-colons, colons or dashes to mark boundaries between independent clauses ellipsis selecting the appropriate form to match the audience and purpose selecting appropriate grammar and vocabulary, to change or enhance meaning using a wide range of devices to build cohesion within and across paragraphs present tense Questions and exclamations Manipulating punctuation and sentence structure to fit the register and to maintain the register Focus on formality Use of commas and semi-colons to avoid ambiguity
Transcription - handwriting	Pen Pals letter formation plus: Pupils should be taught to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 21 Handwriting for different purposes: fast-joined and print letters 22 Handwriting for different purposes: note making 23 Handwriting for different purposes: neat writing 24 Handwriting for different purposes: print letters for personal details 25 Different styles of writing 26 Handwriting for different purposes: presentation			

Year 6 English Curriculum

	<p>27 Handwriting for different purposes: decorated capitals 28 Handwriting for different purposes: layout 29 Assessment 30 Handwriting for different purposes: handwriting patterns</p>
<p>Transcription - spelling</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • 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 learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. <p>Twinkl Summer 3a Overview 1. Word families based on common words, showing how words are related in form and meaning 2. Words that can be nouns and verbs 3. Words that can be nouns and verbs 4. Words with a long /o/ sound spelt 'ou' or 'ow' 5. Words ending in -ible 6. Words ending in -ibly 7. Review Week Twinkl Summer 3b Overview 1-6 Synonyms & Antonyms 7. Review</p>
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks. • Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. • Show familiarity with different text types which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. • Recommend books to others, giving reasons for their choices; state preferences. • Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. • Demonstrate that they have learned a wide range of poetry by heart. • Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. • Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. • Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. • During discussion, ask pertinent questions to enhance understanding. • Make accurate and appropriate comparisons within and across different texts. • Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.

Year 6 English Curriculum

	<ul style="list-style-type: none"> • Distinguish between fact and opinion. • Retrieve, record and present information from non-fiction texts. • Identify key details which support main ideas; summarise content drawn from more than one paragraph. • Participate in discussions about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. • Explain their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic 			
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