**Year 6 English Curriculum**

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| WRITING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Purpose, text type and stimulus | Write to Entertain  Write to Inform | Write to Entertain  Write to Inform | Write to Entertain  Write to Inform | Write to Inform  Write to Discuss  Write to Entertain | Write to Entertain  Write to Inform  Write to Persuade | Write to Inform  Write to Inform  Write to Persuade |
| Setting description – The Ridge – Literacy Shed  Character description – Road’s End  Narrative –  Graveyard film DADWAVERS  Write to INFORM ? | Non-chronological reports  Amazon River Dolphin Text – The Explorer  Narrative – Christmas film – Buster the Boxer  Letter Writing – Beyond the lines  Setting Description – Beyond the Lines  WW2 poetry | Dream Giver – Literacy Shed   1. Setting description 2. Character description 3. Narrative   Non Chron – Pandora creature | Biography -Lego  Film narrative – La Luna  Little Miss Take  Narrative – Taking Flight - Dialogue  Newspaper – traditional tales  Book Review | Dual Narrative – Read Write Perform pack  Narrative Lighthouse Keeper  Explanation Text - Smoking  Letter  Smoking ban? | Persuasive Leaflet – Carlton Lodge trip  Letter  Narrative – The Piano  Recount of Carlton Lodge trip  Poetry – Dreadful Menace Literacy Shed |
| Writing objectives  UPPER KS2 | Pupils should be taught to:  plan their writing by:   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   draft and write by:   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   evaluate and edit by:   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors | | | | | |
| SPAG | * Use expanded noun phrases to convey complicated information concisely. * Understand how words are related by meaning as synonyms and antonyms. * Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. * Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. * Use the semi-colon, colon and dash to mark the boundary between independent clauses. * Understand how hyphens can be used to avoid ambiguity. * Use the perfect form of verbs to mark relationships of time and cause. * Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. * Use the passive to affect the presentation of information in a sentence. * Use the colon to introduce a list and use of semi-colons within lists. * Use bullet points to list information. | | | | | |
| Key terminology | Revisit | | | Introduce  active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym | | |
| Y3  word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, suffix  subject+ verb, (expanded) noun phrase | Y4  pronoun, possessive pronoun, (fronted) adverbial,  coordinating/subordinating conjunction, main clause, subordinate clause, compound/complex sentence | Y5  relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity |
| Handwriting  UPPER KS2 | Pupils should be taught to write legibly, fluently and with increasing speed by:   * 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. | | | | | |

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| READING | Intent  In year 6 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in LKS2 and KS1 and that they can read age-appropriate texts with confidence and fluently. Children can read with stamina, speed and resilience and they enjoy discussing what they have read. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are applied through whole class reading lessons. Children are well prepared and confident when demonstrating their knowledge through assessment materials such as SATs papers.  Implementation  As Year 6 Teachers, we will endeavour to:   * Develop children with a positive attitude and love of Reading. * Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. * Allow children opportunities to listen to quality texts and encourage them to give their opinions about them. * Provide opportunities for children to read aloud prepare and perform readings to an audience. * Increase pupils’ familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. * Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations) * Encourage children to ask questions * Allow pupils to participate in rich 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. * Encourage pupils to explain and discuss their understanding, including through formal presentations and debates, maintaining a focus and using notes where necessary. | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts | The Explorer – Katherine Rundell | | The Storm Keeper’s Island - Catherine Doyle  Or  There’s a Boy in the Girls’ Bathroom – Louis Sachar | Oranges in No Man’ s Land – Elizabeth Laird | The Hobbit – J R R Tolkein  Or  Can you see me – Libby Scott? | |
| Ashley Booth Themes | * Animals including humans * Children’s classics 1 * Civil Rights * Spies * Musicals * Picture Book 1 | * Spooky openings * World War 2 * Evolution * Katherine Rundell * Notable People 1 | * Novels 1 * Poetry Vol 1 * Resilience * Light * Magic * Piers Torday * Songs | * Drugs and the media * Electricity * Ibtihaj Muhammaed * Novels Vol 2 | * Industrial Revolution * Poetry Vol 2 * Pompeii * Population * The Raven | * Autism * Children’s classics 2 * Notable People 2 * Verse Novels * Picture book 2 |
| Word Reading | * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet * Read age-appropriate texts with confidence and fluency including whole novels. * Read aloud with appropriate speed and intonation that shows understanding. | | | | | |
| Comprehension | * To work out the meaning of unfamiliar words using the context * Retrieve information from fiction and non-fiction texts * Summarise main ideas, identifying key details and using quotations as evidence * Can sequence events from across a lengthier text * Can explain and discuss their understanding of what they have read drawing on inference and justifying these with evidence * Recognise the difference between fact and opinion * Predict what might happen from details stated and implied, justifying these with evidence from the text and their own inferences. * Make comparisons within and across books e.g. how characters change over time * Evaluate how authors use language, including figurative language, considering the impact on the reader | | | | | |
| Speaking and Listening  Overall school aim: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.  Y6 objectives   * Reflect on the effectiveness of explanations, expansions and justifications of themselves and others. * Interweave action, character descriptions, settings and dialogue in a performance. * Confidently use formal and subject-specific language in presentations. * Participate in formal debates. | | | | | | |

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| SPELLING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phoneme/grapheme overview | /a/ a, a-e, ai  /a/ a,ae,au,eigh,  /e/ e,ea,eo,ae,  /e/ e,ei,u,  /ē/ ee,e,ea,y, ey | /ē/ y,e  /i/ y, i  /i/ ai,ie,  /ī/ eigh,y-e,ais,i  /o/ o, a,au, ou, e, eau,ow | /ō/ ough, eau, o, o-e  /u/ u,ou,o,oo  /ü/ u, ui,ue, ueue,eu  /ä/ ear, ar, a,au,al  /ã/ ar, ayer, aire, aer, | /ô/ or,aw,ou,ar  /ēә/ e, ere, ear, er, ir  /û/ er, ar, err, uor, ur  /ow/ ow, ou, au, ough  /kw/ qu, cqu, kw | /zh/ si, s, ge  /ch/ ch, t,ci, c  /sh(un)/ tion, sion, cian, ssion  /sh(ul)/ cial,ss, ci, ti  /g/ g, gue, gu, gg | /k/ c, ch, cc,  /l/ l, ll, lle  /r/ r, rr, rh,wr  /s/ s,ss,sc,ce, ps  /t/ t,te,ed,tt, bt |
| Objectives | * To spell word endings which sound like shus – cious or tious. * To spell words which sound like shil – cial or tial * To spell words ending in ant/ ancy ent ence/ ency. * To spell words ending in able, ible, ably and ibly. * To spell words containing the letter string ough. * To spell some words with silent letters. * To use root words, prefixes and suffixes and understand that the spelling of some words needs to be learnt specifically. * To use the first three or four letters of a word to check spelling in a dictionary. * To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1. | | | | | |