



St Charles'
Catholic Primary School

Year 6 English 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	7 weeks	5 weeks	5 weeks	7 weeks
Writing Core Text/s	Street Child Berlie Doherty 	Macbeth William Shakespeare 5weeks 	The Land of Never Endings - Kate Saunders 	The Titanic Detective Agency Lindsay Littleton 		
				Who Was Henry VIII? 		
	Poetry - 1 week Talk through Poetry Children will be introduced to a variety of poems to help them enjoy the rhythm and language of poetry. They will talk about what they hear, explore the meaning of words and phrases, and begin to look closely at how poems are structured and features. Children will also have opportunities to perform poems aloud, helping them build confidence, expression, and understanding.	The Girl Who saved Christmas Matt Haig 	Poetry - 1 week Love that Dog Poem. During Spring 1 and Summer 2, children will write within the poetry unit 			Poetry - 1 week During Spring 1 and Summer 2, children will write within the poetry unit
Reading Core Text/s	-Street Child	-Macbeth -The Girl who Saved Christmas	-The Land of Never Endings -Little Kid Big City! New York	-The Titanic Detective Agency -Who was Henry VIII?	-	-
Enrichment	Week 1 - writing from personal experience to create a baseline of writing. 2 nd October - National Poetry Day 6 th -12 th October - Libraries Week	Black History month - October (1 week writing unit) Non-Fiction November 10 th -14 th November - Anti-bullying week 11 th November - Remembrance Day	2 nd -6 th February - National Storytelling Week 10 th February - Safer Internet Day 17 th February - Lunar/Chinese New Year	5 th March - World Book Day 6 th -15 th March - British Science Week 8 th March - International Women's Day	22 nd April - Earth Day 11 th -17 th May - Mental Health Awareness Week	5 th June - World Environment Day 15 th -21 st June - Refugee Week



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		10 th -14 th November - Nursery Rhyme Week	21 st February - Mother Language Day	21 st -27 th March - Shakespeare Week		
Subject links	History - Industrial Revolution 9 weeks	Geography North America- 9 weeks		History - Changing Power of the Monarchy 9weeks		Geography - Tsunami 7 weeks
Writing Outcomes	<p>Writing to Entertain: Narrative including Character/Setting Descriptions</p> <p>Writing to inform: Balanced argument</p> <p>Writing to persuade: Persuasive letter</p> <p>Poetry -</p>	<p>Writing to Inform: Newpaper Article</p> <p>Writing to Persuade: Persuasive letter</p>	<p>Writing to Entertain: Character/Setting Descriptions</p> <p>Writing to Inform: Recount</p> <p>Writing to Persuade: Advertising</p>	<p>Writing to Inform: Report</p> <p>Writing to Entertain: Diary Entry</p>	<p>Writing to Entertain: Narrative inc description</p> <p>Writing to Persuade: Campaign Letter</p>	<p>Writing to Inform:</p> <p>Writing to Entertain: Poetry</p>
Writing composition	<ul style="list-style-type: none"> - 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. - To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. - To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. - To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. - To consistently produce sustained and accurate writing from different narrative and 		<ul style="list-style-type: none"> - To note down and develop initial ideas, drawing on reading and research where necessary. - To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). - To use a wide range of devices to build cohesion within and across paragraphs. - To habitually proofread for spelling and punctuation errors. 		<ul style="list-style-type: none"> - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. - To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). - To distinguish between the language of speech and writing and to choose the appropriate level of formality. 	



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	<p>non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <ul style="list-style-type: none"> - To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. - To regularly use dialogue to convey a character and to advance the action. - To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 			<p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
<p>Grammar and Punctuation</p>	<p>Review Year 5 Grammar</p> <ul style="list-style-type: none"> -To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. -To ensure the consistent and correct use of tense throughout all pieces of writing. -To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). -To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. -To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. -To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> -To use the subjunctive form in formal writing. To use the -perfect form of verbs to mark relationships of time and cause. -To use the passive voice. -To use question tags in informal writing. 	<p><u>Grammar</u></p> <p>To recognise and use the terms subject, object, active, passive, synonym, antonym.</p>	<p><u>Grammar</u></p> <p>Consolidate and secure Year 5/6 Grammar objectives</p>



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Vocabulary	Grammar objectives will need to be revisited across the year to consolidate understanding and certain grammatical features will need to be covered during text types e.g. imperative verbs when writing instructions, so please be mindful of this.			
Oracy	<p><u>Punctuation</u> To use commas consistently to clarify meaning or to avoid ambiguity. -To use brackets, dashes or commas to indicate parenthesis.</p>	<p><u>Punctuation</u> To recognise and use the terms ellipsis, hyphen, colon, semicolon and bullet points.</p>	<p><u>Sentence stems</u> On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration reflection... In summary... The consequences of...</p>	
	<p>Physical</p> <ul style="list-style-type: none"> -Vary tone of voice for humorous or sad parts of a story telling -Notice when someone has not contributed and invite them to speak 	<p>Linguistic</p> <ul style="list-style-type: none"> -Take on the challenger role in a small discussion -Be able to confidently change their mind e.g. opinion continuum 	<p>Cognitive</p> <ul style="list-style-type: none"> -Use awareness of audience to support choice of formal / informal language -Explain the purpose of their talk e.g. to discuss, entertain, inform, instruct or persuade 	<p>Social & Emotional</p> <ul style="list-style-type: none"> -Take part in a consensus circle and reach a shared conclusion -Deliver a short presentation (with notes) to an unfamiliar audience -Explain reasoning in maths to the class in a logical way and adapt explanation to suit audience reaction -Be able to explain why they have changed their mind e.g. opinion continuum - Begin to summarise the opinion of one contributor -Know which strand they are practising and explain why that is important to effective talk.
Handwriting and Presentation	<p><u>Review</u></p> <ul style="list-style-type: none"> -To check and secure children's accuracy of letter formation and joins -Sensitively support pencil grip to ensure children can write effectively and at length -To write full date and underline on each piece of work (short date maths/phonics/spelling) -To always start at the margin 	<ul style="list-style-type: none"> -To use a neat, joined handwriting style with increasing accuracy and speed -To always start at the margin and leave a line between paragraphs 	<ul style="list-style-type: none"> -To use a neat, joined handwriting style with increasing accuracy and speed -To continue to use the diagonal and horizontal joining strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	



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TAF statements

Year 6

- Write for a range of purposes
- Use paragraphs to organise ideas
- Use narratives, describe settings and characters.
- In non-narrative writing, use simple devices to structure the writing and support the reader.
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction, mostly correctly
- Spell correctly most words year 3&4 spelling list, and some of year 5&6 spelling list.
- Write legibly.

Year 6 Working towards (W+)

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses
- Integrate dialogue in narratives to convey character and advance the action
- Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists)
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed.

Year 6 Greater Depth

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.