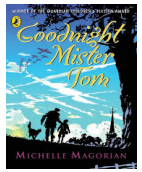
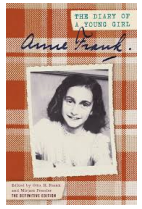
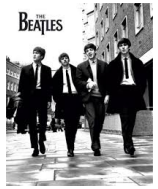
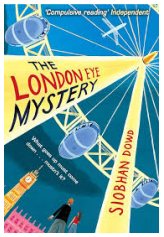
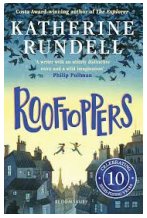
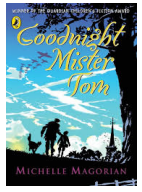
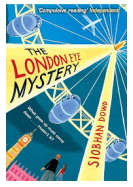
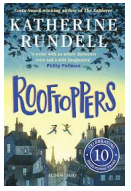
Year 6 English Curriculum (2024-2025)

	Autumn 1st half	Autumn 2nd half	Spring 1st half	Spring 2nd half	Summer 1st half	Summer 2nd half
Timescale	7 weeks	8 weeks	6 Weeks	6 weeks	5 weeks	7 weeks
Outcomes	Novel as a Theme (4) Biography (2)	Classic fiction (4) Persuasion (2) Poetry Songs and Lyrics (1)	Information texts (hybrid) (2) Older literature (4)	Detective/Crime fiction (4) Explanation (2)	Short stories with flashbacks (3) Integrated Unit (8) Classic narrative poetry Discussion and debate	
Core Texts	Goodnight, Mr Tom by M. Morgan  Biography – Ann Frank,  Other texts include – Adolf Hitler, Winston Churchill	The Wizard of Oz by L. Frank Baum Poetry – Songs and Lyrics Persuasion 	Macbeth by William Shakespeare 	The London Eye Mystery by Siobhan Dowd 	Rooftopers by Katherine Rundell  The Lion and Albert by Stanley Holloway 	
Class Novel	Goodnight, Mr Tom by M. Morgan 	The Night Bus Hero by Anjali Rauf 		The London Eye Mystery by Siobhan Dowd 	Rooftopers by Katherine Rundell 	
	Each Friday is Non Fiction Friday					

Key Events	W/C 23/9/24 150th Anniversary		30th Jan Multicultural Book Day linked to Asian History	6th March World Book Day		June TBC Refugee Week
Grammar Focus	–identify the subject and object within a sentence. – explore and investigate active and passive. – blend action and description within a sentence. l – use devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then – manipulate sentences to create particular effects. This may involve revising previously taught sentence types and openers.	–investigate and collect a range of synonyms and antonyms –explore, collect and use vocabulary typical of formal and informal speech. –use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. –consciously control the use of different sentence structures for effect e.g. figurative language: similes and metaphors. – use devices to build cohesion between paragraphs in persuasive texts e.g. on the other hand, similarly, in contrast, although, another possibility, alternatively, as a consequence	– investigate and collect a range of synonyms and antonyms e.g. heroic – bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek. –collect, discuss and use a range of Shakespearian language – manipulate sentences to create particular effects. – identify and use colons to introduce a list. – punctuate bullet points correctly – select appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification	– identifying the subject and object of a sentence – use of the active and passive voice. – use devices to build cohesion between paragraphs in explanatory texts e.g. similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. – focus on the use of the passive voice.	*TO TARGET SPECIFIC NEEDS OF GROUPS* – identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. – use knowledge –of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment. –investigate and collect range of synonyms and antonyms –use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. on the other hand; the opposing view; similarly; in contrast; although; additionally; another possibility; alternatively; as a consequence. –explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – enter. –investigate and collect a range of synonyms and antonyms	

Unit 1 Scaffolded Outcomes	**Purpose:** : Write a new chapter for the novel. **Audience**: Work published in a class book for display in the class library.	**Purpose:** Write a new story or chapter from a classical novel. **Audience**: Stories shared on Dojo or website.	**Purpose:** Create a booklet containing different text types. **Audience –** Writing to be shared with parents or children from Year 5.	**Purpose:** Write a detective story. **Audience**: share stories with Year 4 children.	**Purpose:** Write a flashback narrative. **Audience**: Publish on the website.	
Unit 2 Scaffolded Outcomes	**Purpose:** Write a biography. **Audience:** Prepare and present compositions in small groups to peers.	**Purpose**: Write a formal review of performance. **Audience**: Display written reviews in public space.	**Purpose:** Write a retell of older literature. **Audience**: Display for visitors. Completed work to be published in a class book, tol be displayed in the school library.	**Purpose:** An explanation text linked to a theme. **Audience:** Present explanations to an audience.	**Outcomes may include** Diary entries, Character profiles, Discussion text Dialogue exchange Fact file Letters Book review Adverts	
Unit 3 Scaffolded Outcomes		**Purpose:** Write a poem/song **Audience**: Presentation of a poem or song to an audience e.g. assembly, other class, recorded for live playback.				