



Curriculum Overview for English Curriculum Overview for English-Year 6

Year 6	Autumn					Spring				Summer			
	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Genres	Narrative Fiction Genre/ Description Percy Jackson and The Lightening Thief (VIPERS)	Poetry The Power of Imagery Percy Jackson and The Lightening Thief (VIPERS)	Non-Fiction Non-chron. Report Skellig VIPERS and Whole Class Writing Focus	Revision Writing narratives and plays Skellig VIPERS and Whole Class Writing Focus	Narrative Extended narratives VIPERS and Whole Class Writing Focus	Non-Fiction Journalistic Writing Kensuke's Kingdom	Revision Biography and auto-Biography Kensuke's Kingdom	Narrative Authors and classic fiction Running Wild	Revision Procedural Non-Fiction Promotional Leaflet Running Wild	Non-Fiction Biographies and Autobiographies War Horse VIPERS	Fiction Stories with Flashbacks War Horse VIPERS	Poetry Finding his voice The Boy at the Back of the Class VIPERS and Whole Class Writing Focus	Additional Text-based unit Novel based /transition work The Boy at the Back of the Class VIPERS and Whole Class Writing Focus

Week Beginning: 04.10.22- SPaG Focus
06.10.22-National Poetry Day
10.10.22-Poetry Focus- See Westcliff Poetry Spine

Autumn Assessment	Spring Assessment	Summer Assessment
Assessment Week- 28th November-2nd December 2022 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") DC1-5th December 2022	Assessment Week- 13th-17th March 2023 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") DC 2-20th March 2023	Assessment Week- 19th June-23rd June 2023 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") DC 3-26th June 2023

Reading														
Demonstrate understanding by using a	Recommend books to their peers with	Prepare a poem to perform and	Prepare a play script to read aloud and	Recommend fiction books or authors to	Use knowledge of root words,	Formulate a simple hypothesis	Draw inferences around	Skim to gain an overall sense of the	Use a combination of skimming,	Use etymology to help the	Prepare a poem to perform and	Use a combination of skimming,		

	<p>range of active reading strategies (Reciprocal Reads) Use suffixes to understand meanings</p> <p>Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say,</p>	<p>detailed reasons for their opinions, e.g. contributing to reading blogs, being a reading champion working with reluctant readers.</p> <p>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases.</p>	<p>learn by heart, Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.</p>	<p>perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.</p>	<p>their peers with detailed Reasons Use clues from characters' actions and speech to make plausible predictions. Compare characters within and across texts.</p>	<p>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.</p>	<p>related to non-fiction (e.g. I think this is a hybrid text with elements of instruction, explanation and persuasion) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.</p>	<p>characters' thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this? Compare texts written in different periods.</p>	<p>text. Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read. Explore, recognise and use the terms style and effect.</p>	<p>scanning and close reading across a text to locate specific detail. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation Recognise and discuss themes within and across a range of texts e.g. hope, family, love, homes.</p>	<p>pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. Use formal language (e.g. the subjunctive; the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...</p>	<p>learn by heart e.g. poems with imagery. Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal.</p>	<p>scanning and close reading across a text to locate specific detail. Explore, recognise and use the terms style and effect.</p>		
	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF		
Spellings	<ul style="list-style-type: none"> • Ambitious Synonyms: • Adjectives • Homophones & Near Homophones: • Nouns that end in -ce/-cy and verbs that end in -se/-sy • Adjectives ending in -ant into nouns ending in -ance/ -ancy • Adjectives ending in -ent into nouns ending in -ence/ -ency • Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. • Hyphens: To join compound adjectives to avoid ambiguity • Words ending in -able • Words ending in -ably • Word families based on common words, showing how words are related in form and meaning • Word families based on common words, showing how words are related in form and meaning • Creating diminutives using prefixes micro or mini 					<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer • Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) • Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) • Word families based on common words, showing how words are related in form and meaning • Word families based on common words, showing how words are related in form and meaning • Statutory Spelling Challenge Words • Words with endings which sound like /shuh/ after a vowel letter • Words with endings which sound like /shuh/ after a consonant letter • Words with a 'soft c' spelt /ce/ • Word families based on common words, showing how words are related in form and meaning • Word families based on common words, showing how words are related in form and meaning • Statutory Spelling Challenge Words 					<ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning • Words that can be nouns and verbs • Words that can be nouns and verbs • Words with a long /o/ sound spelt 'ou' or 'ow' • Words ending in -ible • Words ending in -ibly • Synonyms and Antonyms 				

GPS focus	<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i> Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. <i>The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.</i> Identify the subject and object of a sentence, e.g. <i>David Beckham (subject) had always excelled at sports (object).</i> Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. <i>He had spent his whole childhood by the sea (past perfect).</i> Identify and use colons to introduce a list, punctuate bullet points consistently. Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if-</i> clauses e.g. <i>If I were to win the lottery, I would....; I wish I were more tolerant.</i> 					<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: <i>similarly, although, additionally, another possibility, alternatively, as a consequence.</i> Identify and use of semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Explore and investigate active and passive e.g. in narrative writing, <i>The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.</i> Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. <i>The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).</i> Identify and use semi-colons within lists. Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. <i>The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.</i> 					<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.</i> Edit and improve own writing by using semi-colons to mark the boundary between independent clauses e.g. <i>The day had finally arrived; it was destined to be one to remember.</i> Explore and investigate active and passive e.g. Comparing and using phrases such as <i>Some people argue that... (active)</i> and <i>It has been argued that... (passive)</i> for use in debate. Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. <i>I will have finished by tomorrow (future perfect).</i> Explore how hyphens can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition (Tracey is known better than every other competitor) versus Tracey is the best known cyclist in the competition (Tracey is the best of all the known competitors).</i> Edit and improve own formal writing and speech by using subjunctive forms e.g. <i>If I were to predict the future for these creatures, ...; The law requires that zoos be inspected annually.</i> 				
Planning	Chunk a known fiction text Identify audience and purpose.	Box up a non-fiction text.	Create a toolkit of techniques used by authors/poets	Write a formal review of a performance- (Theatre trip?/Film review.)	Examine and compare how authors develop characters in books.	Compare 2 similar texts and draw on these to compare your own planning.	Develop and clarify ideas through talk.	Examine and compare how authors develop settings in books. Study a short section of text.	Identify audience, purpose and vocabulary choices in writing.	Identify the audience and purpose of writing and carefully select text-form.	Write a persuasive speech to perform to a class.	Use toolkit of devices to support writing.	Draw upon similar models. Reading and research		
Drafting and writing	Revise the use of different sentence structures. Use synonyms and pronouns to build cohesion	Explore the effect of using more formal vocabulary and sentence structure by comparing statements prepared by the teacher.	Select appropriate vocab and language effects, appropriate to task, audience and purpose, for precision and impact.	Use appropriate tone, initiation to present their writing to a group or class.	Blend action and dialogue within sentences and paragraphs to convey character and advance the action.	Explore and investigate active and passive. Identify and use semi columns to mark the boundary between independent clauses.	Identify and use semicolons within lists. Explore, collect and use the subjunctive forms within formal speech and writing.	Explore, collect and use examples of the present perfect forms	Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and make changes to grammar, vocab and punctuation in order to enhance effects and clarify meaning.	Use devices to build cohesion within paragraphs. Explore how hyphens can be used to avoid ambiguity.	Edit and improve own formal writing and speech using subjunctive form.	Find examples of where authors have broken convention to achieve specific effects. Assess the effectiveness of own and others writing.	Blend action, dialogue and description within paragraphs and sentences. When writing and editing, consciously control the use of different sentence structures for effect.		
Editing and Evaluation	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 					<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 					<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 				
Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review.</i> 					<ul style="list-style-type: none"> Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i> 					<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i> Encourage and take account of audience engagement. 				

