



## Curriculum Overview for English

## What we teach, when we teach it

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	<b>Narrative</b> Fiction Genre/ Description	<b>Non-Fiction</b> Biography and auto- biography	<b>Poetry</b> The Power of Imagery	<b>Revision</b> Writing narratives and plays	<b>Narrative</b> Extended narratives	<b>Non-Fiction</b> Journalistic Writing	<b>Revision</b> Writing Non-Fiction	<b>Narrative</b> Authors and classic fiction	<b>Revision</b> Poetry <b>Narrative</b> Argument	<b>Narrative</b> Short stories with flashbacks	<b>Non-Fiction</b> Formal /impersonal writing	<b>Poetry</b> Finding his voice	<b>Additional Text-based unit</b> Novel based /transition work
Possible texts// resources to use	<b>Wolf Brother</b>		<b>Skellig</b>			<b>River Boy</b>		<b>Wonder</b>		<b>The Boy at the Back of the Class</b>		<b>Granny</b>	
Reading	Demonstrate understanding by using a range of active reading strategies (Reciprocal Reads) Use suffixes to understand meanings  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,	Recommend books to their peers with detailed reasons for their opinions, e.g. contributing to reading blogs, being a reading champion working with reluctant readers.  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.	Prepare a poem to perform and 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.	Prepare a play script to read aloud and 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.	Recommend fiction books or authors to their peers with detailed Reasons  Use clues from characters' actions and speech to make plausible predictions.  Compare characters within and across texts.	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.	Formulate a simple hypothesis 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.	Draw inferences around characters' thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this?  <b>Compare texts written in different periods.</b>	Skim to gain an overall sense of the 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.	Use a combination of skimming, 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.	Use etymology to help the 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...	Prepare a poem to perform and 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	Use a combination of skimming, scanning and close reading across a text to locate specific detail. Explore, recognise and use the terms style and effect.

													planning and rehearsal.		
	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	
Spellings	<ul style="list-style-type: none"> <li>• Ambitious Synonyms:</li> <li>• Adjectives</li> <li>• Homophones &amp; Near Homophones:</li> <li>• Nouns that end in -ce/-cy and verbs that end in -se/-sy</li> <li>• Adjectives ending in -ant into nouns ending in -ance/-ancy</li> <li>• Adjectives ending in -ent into nouns ending in -ence/-ency</li> <li>• Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</li> <li>• Hyphens: To join compound adjectives to avoid ambiguity</li> <li>• Words ending in -able</li> <li>• Words ending in -ably</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Creating diminutives using prefixes micro or mini</li> </ul>					<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>• Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</li> <li>• Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Statutory Spelling Challenge Words</li> <li>• Words with endings which sound like /shuh/ after a vowel letter</li> <li>• Words with endings which sound like /shuh/ after a consonant letter</li> <li>• Words with a 'soft c' spelt /ce/</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Statutory Spelling Challenge Words</li> </ul>					<ul style="list-style-type: none"> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Words that can be nouns and verbs</li> <li>• Words that can be nouns and verbs</li> <li>• Words with a long /o/ sound spelt 'ou' or 'ow'</li> <li>• Words ending in -ible</li> <li>• Words ending in -ibly</li> <li>• Synonyms and Antonyms</li> </ul>				
GPS focus	<ul style="list-style-type: none"> <li>• Use devices to build cohesion between paragraphs in narrative e.g. <u>adverbials</u> such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>• Identify in texts, <b>semi-colons</b> 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></li> <li>• Identify the <b>subject</b> and <b>object</b> of a sentence, e.g. <i>David Beckham (subject) had always excelled at sports (object).</i></li> <li>• 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></li> <li>• Identify and use <b>colons</b> to introduce a list, punctuate <b>bullet points</b> consistently.</li> <li>• 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></li> </ul>					<ul style="list-style-type: none"> <li>• 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></li> <li>• Identify and use of <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>• Explore and investigate <b>active</b> and <b>passive</b> e.g. in narrative writing, <i>The thief had broken the window in the greenhouse</i> versus <i>The window in the greenhouse had been broken.</i></li> <li>• 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></li> <li>• Identify and use <b>semi-colons</b> within lists.</li> <li>• 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></li> </ul>					<ul style="list-style-type: none"> <li>• 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></li> <li>• Edit and improve own writing by using <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>The day had finally arrived; it was destined to be one to remember.</i></li> <li>• Explore and investigate <b>active</b> and <b>passive</b> e.g. Comparing and using phrases such as <i>Some people argue that...</i> (active) and <i>It has been argued that...</i> (passive) for use in debate.</li> <li>• 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></li> <li>• Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition</i> (Tracey is known better than every other competitor) versus <i>Tracey is the best known cyclist in the competition</i> (Tracey is the best of all the known competitors).</li> <li>• 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></li> </ul>				
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.	Explore the effect of using more formal vocabulary and sentence structure by	Select appropriate vocab and language effects, appropriate to	Use appropriate tone, initiation to present their writing to a group or	Blend action and dialogue within sentences and paragraphs to convey	Explore and investigate active and passive.  Identify and	Identify and use semicolons within lists.  Explore,	Explore, collect and use examples of the present perfect forms	Reflect upon the effectiveness of writing in relation to audience and	Use devices to build cohesion within paragraphs.	Edit and improve own formal writing and speech using subjunctive	Find examples of where authors have broken convention to achieve	Blend action, dialogue and description within paragraphs and		

	Use synonyms and pronouns to build cohesion	comparing statements prepared by the teacher.	task, audience and purpose, for precision and impact.	class.	character and advance the action.	use semi columns to mark the boundary between independent clauses.	collect and use the subjunctive forms within formal speech and writing.		purpose.  Proofread, suggest and make changes to grammar, vocab and punctuation in order to enhance effects and clarify meaning.	Explore how hyphens can be used to avoid ambiguity.	form.	specific effects.  Assess the effectiveness of own and others writing.	sentences.  When writing and editing, consciously control the use of different sentence structures for effect.
Editing and Evaluation	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: <ul style="list-style-type: none"> <li>○ Consistent and correct use of tense throughout.</li> <li>○ Consistent subject and verb agreement.</li> <li>○ Spelling and punctuation errors are addressed.</li> </ul> </li> </ul>					<ul style="list-style-type: none"> <li>• 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.</li> </ul>			<ul style="list-style-type: none"> <li>• 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.</li> </ul>				
Performing	<ul style="list-style-type: none"> <li>• 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></li> </ul>					<ul style="list-style-type: none"> <li>• 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></li> </ul>			<ul style="list-style-type: none"> <li>• 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.</li> </ul>				