



## Year 6 English Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Write to entertain		Write to inform/explain		Write to entertain	
Literature texts	Choose one from: <b>Goodnight Mr Tom</b> or <ul style="list-style-type: none"> <li><b>Skellig</b> (David Almond)</li> </ul>	Choose one from: <ul style="list-style-type: none"> <li>Continuation of the text from Autumn 1</li> </ul> OR <ul style="list-style-type: none"> <li>Topic based texts</li> </ul>	Choose one from: <b>Pig Heart Boy</b> (Malorie Blackman) OR <ul style="list-style-type: none"> <li><b>Tom's Midnight Garden</b> (Phillipa Pearce)</li> </ul>	Choose one from: Continuation of text from Spring 1 OR <ul style="list-style-type: none"> <li>Topic based texts</li> </ul>	Film based – Film version of a text or Literacy shed film	Choose one from: <ul style="list-style-type: none"> <li>Continuation of film from Summer 1</li> </ul> OR <ul style="list-style-type: none"> <li>Topic based text</li> </ul>
Writing Outcomes	<ul style="list-style-type: none"> <li>Story (character with “backstory”)</li> <li>Story with tension/suspense</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper</li> <li>Biographical writing</li> </ul>	<ul style="list-style-type: none"> <li>Story with a strong setting/character.</li> <li>Story with varied story structure (e.g. flashback)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Formal persuasive letter</li> <li>Advertising</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Short story</li> <li>Film narrative</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument</li> <li>Review</li> </ul>



Text Level features	<ul style="list-style-type: none"> <li>• Use dialogue to move the story on.</li> <li>• Use suspense and cliff hangers.</li> <li>• Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revise structure of Introductions, middle, ending where appropriate</b></li> <li>• Secure effect use of planning.</li> <li>• Use a variety of text layouts appropriate to purpose</li> <li>• Choose or create publishing format to enhance text type and engage the reader</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase) and elision</li> <li>• Using layout devices such as headings, sub-headings, columns, bullets or tables to structure text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.</b></li> <li>• Secure development of characterisation</li> <li>• Creative approaches to story structure – starting at any point of the 5 part story structure (e.g. flashbacks or flash-forwards, time slips etc).</li> <li>• Maintain plot consistently working from a plan.</li> </ul> <p>Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)</p>	<ul style="list-style-type: none"> <li>• <b>Express own opinions clearly</b></li> <li>• <b>Consistently maintain viewpoint</b></li> <li>• <b>Clear summary at the end to appeal directly to the reader</b></li> <li>• Secure effect use of planning.</li> <li>• Use a variety of text layouts appropriate to purpose</li> <li>• Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</li> <li>• Choose or create publishing format to enhance text type and engage the reader</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase), grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence )</li> <li>• and elision</li> <li>• Using layout devices such as headings, sub-headings, bullets or tables to structure text</li> </ul>	<ul style="list-style-type: none"> <li>• Use dialogue to move the story on.</li> <li>• Maintain plot consistently working from a plan.</li> <li>• Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)</li> </ul>	<ul style="list-style-type: none"> <li>• Secure effect use of planning.</li> <li>• Express balanced coverage of a topic</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices including grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence )</li> </ul>
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Sentence construction, grammar & punctuation	<ul style="list-style-type: none"> <li>Expanded –ed clauses as starters</li> <li>Adverbial phrases to start sentences.</li> <li>Relative clauses.</li> </ul> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence</p>	<ul style="list-style-type: none"> <li>Brackets, dashes, commas for parenthesis.</li> <li>Colons</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Active/ Passive</li> <li>Use of colon to introduce a list</li> <li>Use semi-colons within lists.</li> <li>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</li> <li>Punctuation of bullet points to list information.</li> </ul>	<ul style="list-style-type: none"> <li>Drop in –ed clause.</li> <li>Move sentence chunks around for different effect.</li> <li>Stage directions in speech e.g. “Stop!” he shouted, picking up the stick and running after the thief.</li> <li>Noun phrases</li> <li>Secure use of simple/ embellished simple sentences.</li> <li>Secure use of compound sentences.</li> <li>Secure use of complex sentences.</li> <li>Subordinating and Coordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Modal Verbs</li> <li>Formal/informal styles of writing</li> <li>Use of subjunctive in formal writing (e.g. If I were you).</li> <li>Active/ Passive</li> <li>Developed use of rhetorical questions for persuasion.</li> <li>Use of colon to introduce a list</li> <li>Use semi-colons within lists.</li> <li>How hyphens can be used to avoid ambiguity (e.g. man eating shark vs man-eating shark)</li> </ul>	<ul style="list-style-type: none"> <li>Sentence reshaping techniques (e.g. lengthening or shortening sentence for meaning or effect)</li> <li>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</li> </ul>	<ul style="list-style-type: none"> <li>Developed use of rhetorical questions for persuasion.</li> </ul>
Grammatical terminology	Simple Compound Complex Clause Alliteration onomatopoeia similes metaphors cohesion subordinating and coordinating conjunctions subordinate clause phrase inverted commas noun phrases.	Cohesion Heading/sub-heading Bullet points Parenthesis (brackets, dashes, commas) Colons Semi-colons Passive/active	Dialogue Inverted commas Alliteration onomatopoeia similes metaphors clause adverbial phrases relative clause semi-colons	Rhetorical questions Cohesion Adverbial phrases Heading/subheadings Bullet points Modal verbs Formal/informal Subjunctive Active/passive Subject Object Colon Semi-colon Hyphen	Dialogue Inverted commas Clause Phrases Semi-colon Dashes Comma	Cohesion Adverbials Conjunctions Rhetorical questions
Word Level / Spelling	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes</li> <li>Verb prefixes</li> <li>Words from statutory word lists</li> <li>Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’</li> <li>Adding suffixes beginning with vowels to words ending in ‘-fer’</li> </ul>	<ul style="list-style-type: none"> <li>Developed use of technical vocab</li> <li>Homophones (‘ce’/‘se’)</li> <li>Endings that sound like /fəs/ spelt ‘-cious’ or ‘-tious’</li> </ul>	<ul style="list-style-type: none"> <li>How words are related – synonyms and antonyms.</li> <li>Words with ‘ough’ letter string</li> <li>Words ending ‘-cial’ and ‘-tial’</li> <li>Generating words from prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Developed use of technical vocab Difference between vocab typical in informal/formal speech (e.g. said versus reported, alleged)</li> <li>Homophones</li> <li>Generating words from prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in ‘ant’, ‘-ance’ and ‘-ancy’</li> <li>Root words and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</li> <li>Homophones</li> </ul>



Spoken Language	<ul style="list-style-type: none"><li>• SATS practice</li></ul>					
	<ul style="list-style-type: none"><li>• Give well-structured descriptions and narratives for different purposes.</li><li>• Use relevant strategies to build vocabulary.</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li></ul>	<ul style="list-style-type: none"><li>• Ask relevant questions to extend their understanding and knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Give well-structured descriptions and narratives for different purposes, including expressing feelings.</li><li>• Use relevant strategies to build vocabulary.</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Speak audibly and fluently with an increasing command of Standard English.</li></ul>	<ul style="list-style-type: none"><li>• Give well-structured explanations for different purposes.</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li></ul>	<ul style="list-style-type: none"><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li></ul>	<ul style="list-style-type: none"><li>• Articulate and justify answers, arguments and opinions.</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li><li>• Listen and respond appropriately to adults and peers.</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Speak audibly and fluently with an increasing command of Standard English.</li></ul>



Reading	<ul style="list-style-type: none"><li>• Read, compare and evaluate the text.</li><li>• Identify and discuss themes and conventions in and across texts.</li><li>• Inferring characters feeling, thoughts and motives from their actions and justifying with evidence.</li><li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</li><li>• Identify how language, structure and presentation contributes to meaning.</li></ul>	<ul style="list-style-type: none"><li>• Read, compare and evaluate the text.</li><li>• Identify and discuss themes and conventions in and across texts.</li><li>• Identify how language, structure and presentation contributes to meaning.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Retrieve, record and present information from non-fiction.</li></ul>	<ul style="list-style-type: none"><li>• Read, compare and evaluate the text.</li><li>• Identify and discuss themes and conventions in and across texts.</li><li>• Learn a wide range of poetry by heart.</li><li>• Identify how language, structure and presentation contributes to meaning.</li><li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</li></ul>	<ul style="list-style-type: none"><li>• Read, compare and evaluate the text.</li><li>• Identify and discuss themes and conventions in and across texts.</li><li>• Identify how language, structure and presentation contributes to meaning.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Retrieve, record and present information from non-fiction.</li></ul>	<ul style="list-style-type: none"><li>• Read, compare and evaluate the text.</li><li>• Identify and discuss themes and conventions in and across texts.</li><li>• Identify how language, structure and presentation contributes to meaning.</li><li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</li></ul>	<ul style="list-style-type: none"><li>• Read, compare and evaluate the text.</li><li>• Identify and discuss themes and conventions in and across texts.</li><li>• Identify how language, structure and presentation contributes to meaning.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Retrieve, record and present information from non-fiction.</li><li>• Explain and discuss their understanding of what they have read including through formal presentations and debates.</li><li>• Provide reasoned justification for their views.</li></ul>
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