**Year 6 English Curriculum**

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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus | Write to entertain | Write to inform/explain | Write to entertain | Write to discuss | Write to entertain | Write to persuade |
| Literature texts | Choose one from:   * **Kensuke’s Kingdom** (Michael Morpurgo)   OR   * **Storm breaker** (Anthony Horowitz)   OR   * **Tom’s Midnight Garden** (Phillipa Pearce) | Choose one from:   * Continuation of the text from Autumn 1   OR   * Topic based texts | Choose one from:   * **Percy Jackson and the Lightning Thie**f (Rick Riordan)   OR   * **Skellig** (David Almond) | Choose one from:   * **Wild boy** (Rob Lloyd Jones)   OR   * Topic based texts | Film based – Film version of a text or Literacy shed film | Choose one from:   * Continuation of film from Summer 1   OR   * Topic based text |
| Writing Outcomes | * Story with a strong setting/character. * Story with varied story structure (e.g. flashback) | * Explanation * Newspaper * Biographical writing | * Poetry * Version of a myth | * Formal persuasive letter * Advertising | * Short story * Film narrative | * Balanced argument * Review |
| Text Level features | * Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs. * Secure development of characterisation * Creative approaches to story structure – starting at any point of the 5 part story structure (e.g. flashbacks or flash-forwards, time slips etc). * Maintain plot consistently working from a plan. * Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors) | * Revise structure of Introductions, middle, ending where appropriate * Secure effect use of planning. * Use a variety of text layouts appropriate to purpose * Choose or create publishing format to enhance text type and engage the reader * Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase) and elision * Using layout devices such as headings, sub-headings, columns, bullets or tables to structure text | * Use dialogue to move the story on. * Use suspense and cliff hangers. * Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors) | * Express own opinions clearly * Consistently maintain viewpoint * Clear summary at the end to appeal directly to the reader * Secure effect use of planning. * Use a variety of text layouts appropriate to purpose * Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions * Choose or create publishing format to enhance text type and engage the reader * 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 ) * and elision * Using layout devices such as headings, sub-headings, bullets or tables to structure text | * Use dialogue to move the story on. * Maintain plot consistently working from a plan. * Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors) | * Secure effect use of planning. * Express balanced coverage of a topic * 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 ) |
| Sentence construction, grammar & punctuation | * Drop in –ed clause. * Move sentence chunks around for different effect. * Stage directions in speech e.g. “Stop!” he shouted, picking up the stick and running after the thief. * Noun phrases * Secure use of simple/ embellished simple sentences. * Secure us of compound sentences. * Secure use of complex sentences. * Subordinating and Coordinating conjunctions. | * Brackets, dashes, commas for parenthesis. * Colons * Use of commas to clarify meaning or avoid ambiguity * Active/ Passive * Use of colon to introduce a list * Use semi-colons within lists. * Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma. * Punctuation of bullet points to list information. | * Expanded –ed clauses as starters * Adverbial phrases to start sentences. * Relative clauses. * Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma. | * Modal Verbs * Formal/informal styles of writing * Use of subjunctive in formal writing (e.g. If I were you). * Active/ Passive * Developed use of rhetorical questions for persuasion. * Use of colon to introduce a list * Use semi-colons within lists. * How hyphens can be used to avoid ambiguity (e.g. man eating shark vs man-eating shark) | * Sentence reshaping techniques (e.g. lengthening or shortening sentence for meaning or effect) * Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma. | * Developed use of rhetorical questions for persuasion. |
| 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 | * Converting nous or adjectives into verbs using suffices * Verb prefixes * Words from statutory word lists * Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’ * Adding suffixes beginning with vowels to words ending in ‘-fer’ * SATS practice | * Developed us of technical vocab * Homophones (‘ce’/‘se’) * Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’ | * How words are related – synonyms and antonyms. * Words with ‘ough’ letter string * Words ending ‘-cial’ and ‘-tial’ * Generating words from prefixes | * Developed us of technical vocab Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged) * Homophones * Generating words from prefixes and roots | * Words ending in ‘ant’, ‘-ance and ‘-ancy’ * Root words and meaning | * Words ending ‘-ent’, ‘-ence’ and ‘-ency’ * Homophones |
| Spoken Language | * Give well-structured descriptions and narratives for different purposes. * Use relevant strategies to build vocabulary. * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | * Ask relevant questions to extend their understanding and knowledge. | * Give well-structured descriptions and narratives for different purposes, including expressing feelings. * Use relevant strategies to build vocabulary. * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. | * Give well-structured explanations for different purposes. * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | * Articulate and justify answers, arguments and opinions. * Participate in discussions, presentations, performances, role play, improvisations and debates. * Listen and respond appropriately to adults and peers. * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * Speak audibly and fluently with an increasing command of Standard English. |
| Reading | * Read, compare and evaluate the text. * Identify and discuss themes and conventions in and across texts. * Inferring characters feeling, thoughts and motives from their actions and justifying with evidence. * Discuss and evaluate how authors use language including figurative language considering the impact on the reader. * Identify how language, structure and presentation contributes to meaning. | * Read, compare and evaluate the text. * Identify and discuss themes and conventions in and across texts. * Identify how language, structure and presentation contributes to meaning. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction. | * Read, compare and evaluate the text. * Identify and discuss themes and conventions in and across texts. * Learn a wide range of poetry by heart. * Identify how language, structure and presentation contributes to meaning. * Discuss and evaluate how authors use language including figurative language considering the impact on the reader. | * Read, compare and evaluate the text. * Identify and discuss themes and conventions in and across texts. * Identify how language, structure and presentation contributes to meaning. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction. | * Read, compare and evaluate the text. * Identify and discuss themes and conventions in and across texts. * Identify how language, structure and presentation contributes to meaning. * Discuss and evaluate how authors use language including figurative language considering the impact on the reader. | * Read, compare and evaluate the text. * Identify and discuss themes and conventions in and across texts. * Identify how language, structure and presentation contributes to meaning. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction. * Explain and discuss their understanding of what they have read including through formal presentations and debates. * Provide reasoned justification for their views. |