**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  | Write to discuss | Write to entertain | Write to persuade |
| Literature texts | Choose one from: **Goodnight Mr Tom**or* **Skellig** (David Almond)
 | Choose one from:* Continuation of the text from Autumn 1

OR* Topic based texts
 | Choose one from:**Pig Heart Boy (**Malorie Blackman)OR* **Tom’s Midnight Garden** (Phillipa Pearce)
 | Choose one from:Continuation of text from Spring 1OR* 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 | * Setting description

and/orStory (character with “backstory”)Story with tension/suspense | * Newspaper
* Biographical writing
 | * letter/message as character
* Additional chapter for known story
 | * Formal persuasive letter
* Advertising
* Explanation
 | * Short story
* Film narrative
* Poetry
 | * Balanced argument
* Review
 |
| Text Level features  | * 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)
 | * 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
 | * 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)  | * 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  | * 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 | * 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.
 | * 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.
 | * 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 | SimpleCompoundComplexClauseAlliterationonomatopoeiasimilesmetaphorscohesion subordinating and coordinating conjunctions subordinate clause phrase inverted commas noun phrases.  | Cohesion Heading/sub-headingBullet pointsParenthesis (brackets, dashes, commas) ColonsSemi-colonsPassive/active | Dialogue Inverted commas Alliterationonomatopoeiasimilesmetaphorsclause adverbial phrases relative clause semi-colons  | Rhetorical questionsCohesion Adverbial phrases Heading/subheadings Bullet points Modal verbsFormal/informalSubjunctive Active/passiveSubject Object ColonSemi-colonHyphen  | Dialogue Inverted commas Clause Phrases Semi-colonDashesComma  | 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.
 |