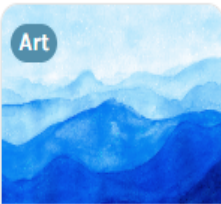
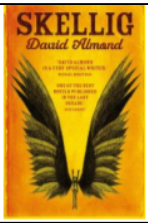




Year 6 English Curriculum Overview

Autumn Term					
Projects:	 History Britain at War  D&T Make Do and ...  Science Circulatory Sys...  Art Colour and Style  Geography Our Changing ...  Art Distortion and ...				
Whole Class Reading:					
Poetry:	Structured Poetry: Kennings				
Text Type:	Year 6 Place Value for Grammar and Punctuation Sequence of Learning	Narrative: Characterisation	Recount- Diary	Explanation- The Heart	Narrative: Traditional Tales
Purpose:		To Entertain	To Entertain	To Explain	To Entertain
Writing Outcome:	Children will create 'short burst' independent writing where they can practise the grammar skill covered in the lesson.	Children will write their own version of the 'Highwayman' by Alfred Noyes, changing the characters. E.g. 'A Pirate meets Captain's Daughter' 'Cowboy meets Saloon girl' 'Prince meets Rapunzel' 'A Knight meets Anne Boleyn'	Children to write a range of diary entries from character perspectives in 'Nowhere Emporium'.	Children to write an informal explanation about HOW the circulatory system works in an 'Adam Kay' humorous style.	Children to write their own 'Just So' story inspired by Rudyard Kipling.
Core Grammar Skills to Focus on:	Shared Sentence Definition: 'A sentence is a complete thought which has a subject (who) and verb (what doing/what being) .' - Common and Proper Nouns - Collective and Partitive Nouns - Abstract Nouns - Verbs -being - to have - Verbs - verb phrases - Verbs- Double Consonant - Irregular Action Verbs - Phrasal Verbs - Subject Verbs - Building Sentences	Children will learn this narrative through a Text Map . See example below:  - Figurative Language to describe setting. - Pathetic Fallacy - ASPICE ways to start sentences -ING - Sentence of Three for Description - Complex Sentences - Direct Speech - Feeling Lens (Show Not Tell)	Non-Fiction Structure: - Date/Time - Salutation - Events in the order they happened - Concluding Paragraph - Sign off - Tense- use as an opportunity to show What DID happen and what they character wants TO happen (shifts). - Range of Adverbials - Year 6 Sentence Types - ASPICE	Non-Fiction Structure: - Title - General Statement (what it is about) - Key Points Paragraphs - Summary Paragraph - Subject-specific vocabulary - Present Tense - Time Adverbials to sequence - Adverbials for Addition - Adverbials for Cause and Effect - Subordinating Conjunctions- AWHITEBUS - Passive Voice - Embedded Relative Clause - Colon to separate clauses - Brackets for parenthesis	- Repetition – repeated words and phrases - Direct address to the reader - Figurative Language – onomatopoeia, similes and metaphors - Anthropomorphism - Dialogue - Vivid descriptions, using the senses - Moral Lessons - Adverbials – WHERE - Adverbials- CHANGE direction - Precise adjectives - Colon to introduce a list - Semi-colon to separate clauses
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing in class.	Linguistic: with a focus on Rhetorical techniques such as metaphor, humour, irony and mimicry: Children to share stories with Year 5.		Cognitive: children to be placed into groups to create a structured presentation to class , using their explanations, for an episode of 'Operation Ouch'.	Social and Emotional: sharing their 'Just So' stories with Year 2 Children.
Spelling Focus (Grammarsaurus): 	- Vowels and Consonants - Compound Words - Morphology	1. Assessment - Non-Chronological Report - Morpheme Assessment 2. Teach: -ism -ist		1. Assessment - Recount - Morpheme Assessment 2. Teach: com-con-co-cor-col	1. Assessment - Setting Description- Morpheme Assessment 2. Teach: -ish -esque



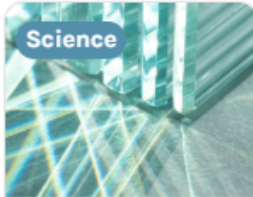
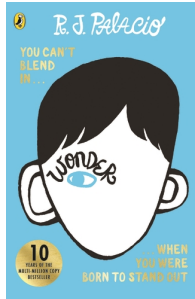
Year 6 English Curriculum Overview

Spring Term

Spring Term					
Projects:	 Frozen Kingdo... Inuit Electrical Circu... Engineer Environmental ...				
Whole Class Reading:					
Poetry:	Performance Poetry - children will write and perform a free verse poem to honour soldiers who died in Wormhout. Take these to Belgium.				
Text Type:	Narrative & Poem: Description	Persuasive Poster: Spy Gadget	Narrative- Flash Fiction - Dialogue	Narrative- Suspense	Biography - Polar Explorers
Purpose:	To Entertain	To Persuade / Explain	To Entertain	To Explain	To Recount
Writing Outcome:	By using the text 'Wargame' by Michael Foreman as a stimulus, children will create a description of the trenches and No Man's Land. They will write and perform a Free Verse poem to honour soldiers in Wormhout.	Linking to prior knowledge about spies in World War I and II, children will design and write about their own spy gadget.	Linking to Floodland, children to write a descriptive short scene to show dialogue to advance the action.	Children to write their own suspense third person journey where their main character leaves a safe setting and a spooky setting is described. To share these stories across the year group- turning the lights off and using torches. GD: Links within and across paragraphs using	Children to write a biography about a significant polar explorer -Captain Cook's voyage across the Antarctic Circle, Robert Falcon Scott's expedition to the South Pole or Ernest Shackleton's Endurance mission.
Core Grammar Skills to Focus on:	- Figurative Language to describe setting. - Pathetic Fallacy - ASPICE ways to start sentences - Sentence of Three for Description - Complex Sentences - Precise vocabulary	Non-Fiction Structure: Punchy/catchy title Opening Hook - to make the reader feel they must have this item List of main features Extra features or bonuses Key reason for buying Supporting Quotation from an expert Free offers plus key information e.g. price - Colon in title - Direct Address - Rhetorical Questions - Complex Sentence - Modal Verbs - Semicolon - Fronted Adverbials - Parenthesis	- Time Adverbials to sequence - ASPICE - Subordinating Conjunctions- AWHITEBUS - Dialogue with reported clause and 'ING' chunk to show action - Embedded Relative Clause	Children will learn this narrative through a Text Map. Underlying Structure to Follow: MC leaves safe place - MC in scary setting - MC waits to see something - Threat Arrives - MC escapes but promises to return another day. - Range of sentence lengths - Ellipses - Figurative Language (similes, metaphors, personification, pathetic fallacy and repetition) - Powerful verbs e.g. crept - Empty words e.g. 'something' or 'silhouette' - SHOW don't TELL - Rhetorical questions - Passive voice	Non-Fiction Structure: Title Introductory/Overview Paragraph Key Event Paragraphs (childhood events, early life and achievements, later life and achievements) Concluding Paragraph - Passive Voice - Semi-colon - Colon - Complex Sentences - AWHITEBUS - Relative Clauses - Adverbials to show TIME - Conjunctive Adverbs
Core Oracy Skills Focus:	Physical: children perform poems to Year 6.	Linguistic: (persuasive techniques) - children to read their persuasive adverts out loud and are recorded.		Cognitive: after children read their suspense stories to Year 6, they are evaluated based on impact.	Social and Emotional: which explorer had the most impact? Why? Link to P4C.
Spelling Focus (Grammarsaurus):	1. Assessment - Characterising Speech Morpheme Assessment 2. Teach: post fore	1. Assessment - Narrative Morpheme Assessment 2. Teach: fract frag frage	1. Teach: fer -age	1. Assessment - Recount - Morpheme Assessment 2. Teach: ceive cept	1. Assessment - Explanation- Morpheme Assessment 2. Teach: Matrix application



Year 6 English Curriculum Overview

Summer Term				
Projects:	History  Maafa Art  Trailblazers, Ba... Science  Light Theory D&T  Food for Life Science  Evolution and I... Art  Bees, Beetles a...			
Whole Class Reading:	Reading Sessions to target identified reading skills required to prepare children for SATs.			
Poetry:	Published Poet: The Final Year by Matt Goodfellow			
Text Type:	Information- Animal Information Text (Formal)	Information- Animal Information Text (Informal)	Diary- Charles Darwin	
Purpose:	To Inform	To Inform / Entertain	To Recount	
Writing Outcome:	Linking to their previous Polar Topic , children will create a FORMAL information text about an animal found in the polar regions.	Linking to their previous Polar Topic , children will create an INFORMAL information text about a Polar Sprite (imaginary animal found in Polar Regions).	Children to write a diary in the style of Charles Darwin (formal style).	Different Writing Outcomes linked to Wonder (depending on skills needed to be learnt by children)
Core Grammar Skills to Focus on:	Non-Fiction Structure: - Title - Animal Name - Classification/Context - introduce animal - Key Feature Paragraphs - Summary Statement - Diagram - what does your creature look like? - Parenthesis - Relative Clauses - Passive Voice - Semi-colon - Complex Sentences - Conjunctive Adverbs - Modal verbs	Non-Fiction Structure: - Title - Animal Name - Classification/Context - introduce animal - Key Feature Paragraphs - Summary Statement - Diagram - what does your creature look like? - Parenthesis - Relative Clauses - Passive Voice - Complex Sentences - Adverbs for Manner (e.g. amazingly,... interestingly,...) - Adverbs for Addition	Non-Fiction Structure: - Date/Time - Salutation - Events in the order they happened - Concluding Paragraph - Sign off - FANTASTICS- senses - Formal Vocabulary - Passive Voice - Range of sentences- simple, compound, complex. - Adverbs for Manner (e.g. amazingly,... interestingly,...) - Conjunctive Adverbs - Semi-colon - Subjunctive form - Embedded Relative Clauses	
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 4 children.	Linguistic: children to read out animal information texts to each other.	Cognitive: children to evaluate formal language of their diaries.	Social and Emotional: sharing writing created, inspired by Wonder.
Spelling Focus (Grammarsaurus):	1. Assessment - Instructions Morpheme Assessment 2. Teach: 	Matrix application		



Year 6 Writing Progression Poster

Time

Time Adverbs
Then, Next, Finally, Soon,
First,
Now, Suddenly,
Immediately,
Afterwards, Eventually,
Meanwhile,
Time Adverbial Phrases
Once upon a time,
Early one morning,
At that moment, In the
end,
By the next morning,

Reason

Adverbs/Adverbials for addition
Also, Another thing, In
addition, Additionally,
Furthermore, Moreover,
Adverb/Adverbials to change
direction
However, On the other hand,
Nevertheless, In contrast...
Adverbs/Adverbials for cause
and effect
This causes, Therefore, As a
result, As a consequence,

Manner

How adverbs
Quickly, Slowly,
Unluckily,
Unfortunately,
Sadly,
Like lightning,
Without a sound,
How often
adverbs
Usually,
Sometimes,
Normally,

Place

Where
Adverbials
In front of...
Next to... On
the... Behind
the...
In
the... By
the side of...
At...
Underneath...
Towards...
Beneath...
Beyond...

Subordinating
Conjunctions

A- after as although

Wh- when

I- if

T- that

E- even though

B- because before

U- until unless

S- since

Exclamations

What a lovely day it is!
How lovely it is to see you today!

Questions and Rhetorical
Questions

What was that noise?

Simple sentence embellished with
adverbial phrases

At midnight, Harry ran through the castle in fear.

Embellished Simple Sentence of 3 for description.

Harry was dressed in a dark cloak, curly shoes and a crooked hat.

Compound Sentence to join two clauses
(using Coordinating Conjunctions)

Tim was exhausted so he collapsed into bed.

Short, simple sentences for impact.

The door slammed shut.

Complex sentence
(using subordinating Conjunctions)

After the rain stopped, they went out to play.
They went out to play after the rain stopped.

Embedded relative clauses
(using who, which, whom, whose)

Tim, who was late, tripped over.

Sentence of 3 for action and pace or for emphasis

Tim dashed home, collapsed in his chair and slurped his tea.

Complex sentence with embedded -ing clause

Tim, running along, tripped over.

Complex Sentence with embedded -ed clause

Tim, exhausted by so much effort, tripped over.

Active and Passive Sentences

Tom accidentally dropped the glass.
The glass was accidentally dropped by Tom.

Conjunction
(Subordinating)

Never begin a sentence in the same way!

Add a pinch of SPICE

Simile
adverbials

Preposition
(time, place,
direction)

-ing
Expanded
verb

-ed
Expanded
verb

Sentence
Types

Statement

Harry woke up.

Command

Tidy your room.

Coordinating
Conjunctions

F - for

A - and

N - nor

B - but

O - or

Y - yet

S - so

Punctuation

. ! ? , ... ' - () : ; " "

National Curriculum Expectations	Example Sentences
Grammar objectives: Sentence - Use of the passive to affect the presentation of information in a sentence - The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms Punctuation - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - How hyphens can be used to avoid ambiguity	- Scrambling as he went, Jack was chased down the gigantic beanstalk by the enraged giant. - Gradually, the giant's pungent breath, toxic and fierce, filled Jack's nostrils as he struggled to remain still; how was he to escape?

Small steps in learning – paragraphing through Year 6

Uses paragraphs purposefully and creatively to clearly structure main ideas across the text
Links ideas across paragraphs using a wider range of cohesive devices, e.g. grammatical connections, repetition of a word or phrase or the use of ellipsis.
The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs



Small steps in learning – expanded noun phrases through Year 6

Prior knowledge/ learning experiences:

- Pupils can add details to fiction and non-fiction writing, through the use of noun phrases expanded through the addition of modifying adjectives, and preposition phrases.

Understands the differences between spoken and written language, and how the formality of these may vary according to purpose and audience.

Is able to identify features of literary language in their reading.

Identifies taught features of expanded nouns through their reading; is able to name the grammatical structures and discuss their impact on the reader.

Expands nouns adding relative clauses, with the relative pronoun omitted to simplify writing e.g.:

- Evaporation, ~~which is~~ a key process in the water cycle, occurs when...
- Victoria, ~~who was~~ the youngest of her family, loathed their annual visits to the country retreat.

Expands nouns adding two, or three, adjectives after the noun in fiction writing, to draw attention to the description e.g.:

- a lady, dark-haired and beautiful, ...
- her eyes, wide and intense ...
- her fingers, long, white and magical, ...

Makes considered vocabulary choices for purpose when adding a prepositional phrase after the noun e.g.:

- the subtle colour of honey, of gold washed in milk...
- the hood of his dark cloak...
- a scar on his scraggy, neck...

Expands nouns using a non-finite clause (using an -ing or –ed verb phrase) after the noun e.g.:

- her long fingers extended through ...
- the words flowing from her lips like a dark song ...
- a wild and windy moor stretching into the murky distance

Expands nouns using similes e.g.:

- the wolf, wild as a dragon
- the menacing wind, like an unwelcome thought
- eyes as dark as winter skies

Combines taught strategies for noun expansion where appropriate e.g.:

- fiction: an enchanting lady, dark-haired and beautiful, wearing a gown of wine-red, roamed through the ancient forest...
- non-fiction: Athens, named after Athena, the Greek Goddess of War and Wisdom, developed the earliest democratic society and was the site of a flourishing culture of arts and philosophy.

Uses expanded noun phrases to convey complicated information concisely.