

English Curriculum

	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Weekly themed units taught using VIPERS*	Selection from: Everybody Different, Everybody The Same The Stone Age World War I	Evolution History of Computer Gaming Switched Fairy Tales Untold Stories World War II	Ice Planet Myths and Legends Scaly Beasts	Chocolate Mexico Famous Artists	British Innovators Football History The Industrial Revolution The Victorians	Food of the World Heart and Circulation Volcanoes The Silk Road
Texts and Writing Genres	The Arrival <i>By Shaun Tan</i>	Windrush Child <i>By Benjamin Zephaniah</i>	The Last Bear <i>By Hannah Gold</i>	Cogheart <i>By Peter Bunzl</i>	Eye of the Wolf <i>By Daniel Pennac</i>	The Unforgotten Coat <i>By Frank Cottrell Boyce</i>
	Main outcome: Science-fiction narratives Writing Opportunities: Discussions, debates, dialogue, character comparisons, reviews	Main outcome: Biographies Writing Opportunities: Posters, diary entries, notes, letters, character descriptions, fact files, persuasive speeches	Main outcome: Playscripts Writing Opportunities: Setting descriptions, character descriptions, diaries, dialogue	Main outcome: Film pitches Writing Opportunities: Reported speeches, speech/thought bubbles, descriptions, recounts, letters to an editor	Main outcome: Non-chronological reports Writing Opportunities: Informal letters, diaries, survival guides, eyewitness reports, story summaries	Main outcome: Extended stories Writing Opportunities: Character & setting descriptions, reports, dialogue, persuasive letters
	Classical Poetry Writing opportunities: Figurative language, rhyming patterns		Free Verse Writing opportunities: Momentum from repetition, imagery, impact		Sonnets Writing opportunities: Sonnets, rhyming couplets, similes, metaphors, performance	

Transcription	Use dictionaries to check the spelling and meaning of words	Use further prefixes and suffixes and understand the guidance for adding them Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	Use knowledge of morphology and etymology in spelling Use the first three or four letters of a word to check spelling/meaning in a dictionary Use a thesaurus	Use dictionaries to check the spelling and meaning of words Use a thesaurus	Use dictionaries to check the spelling and meaning of words	Use further prefixes and suffixes and understand the guidance for adding them
Composition	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other writing as models for their own Noting and developing initial ideas Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, so that meaning is clear	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Precising longer passages Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Grammar, Punctuation and Spelling	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Punctuation of bullet points to list information</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p>	<p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>
Spelling Including NC – Statutory Requirements	<p>Step 1: Words with the short vowel sound /i/ spelled 'y'</p> <p>Step 2: Words with the long vowel sound /igh/ spelled 'y'</p> <p>Step 3: Challenge Words</p> <p>Step 4: Words with 'cial'/shul/ after a vowel</p> <p>Step 5: Words with 'tial'</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Challenge Words</p> <p>Step 8: Words with an /oa/ sound spelled 'ou' or 'ow'</p> <p>Step 9: Words with a 'soft c' spelled 'ce'</p> <p>Step 10: Challenge Words</p> <p>Step 11: Words with the /f/ sound spelled 'ph'</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words with the suffix '-ably'</p> <p>Step 14: Words with the suffix '-ible'</p> <p>Step 15: Challenge Words</p> <p>Step 16: Words with the suffix '-ibly'</p> <p>Step 17: Words ending in '-ent' and '-ence'</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Challenge Words</p> <p>Step 20: Words ending in '-er', '-or' and '-ar'</p> <p>Step 21: Challenge Words</p> <p>Step 22: Words beginning with 'acc-'</p> <p>Step 23: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</p> <p>Step 24: Challenge Words</p>	<p>Step 25: Words with origins in other countries and languages</p> <p>Step 26: Grammar Vocabulary 1</p> <p>Step 27: Grammar Vocabulary 2</p> <p>Step 28: Adding the prefix 'over-'</p> <p>Step 29: Words with the suffix '-ful'</p> <p>Step 30: Adjectives used to describe settings</p>	<p>Step 31: Adjectives used to describe feelings</p> <p>Step 32: Adjectives to describe characters</p> <p>Step 33: Words that can be nouns and verbs</p> <p>Step 34: Words with unstressed vowel sounds</p> <p>Step 35: Adverbs synonymous with determination</p> <p>Step 36: Mathematical Vocabulary</p>
Reading Comprehension	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Learning a wider range of poetry by heart</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Checking that the book makes sense to them,</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>

	<p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>	<p>discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Retrieve, record and present information from non-fiction</p> <p>Provide reasoned justifications for their views</p>	<p>Asking questions to improve their understanding</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>
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