

English Curriculum - Year 6

AUTUMN TERM			
Curriculum focus/links	History - Can war ever be justified? Geography - Who are Britain's National Parks for? Science - Animals including Humans and Living Things and their Habitat RE - Judaism, Humanism and Christianity		
Genre and Text/Focus	When the Sky Falls By Phil Earle	The Creatures of Pandora (Video)	War Letters linked to Community History Project
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Recount
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Using dashes to mark boundaries between independent clauses Recap using a colon to introduce a list Introduce difference between passive and active verbs Linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time Using expanded noun phrases to convey complicated information concisely Use dialogue to show character 3rd person - past tense Figurative language (similes/metaphors/alliteration) 	<ul style="list-style-type: none"> Using headings, sub-headings, bullet points, underlining to aid presentation Using semi-colons or dashes to mark boundaries between independent clauses Begin to use the passive voice Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase Using expanded noun phrases to convey complicated information concisely Recap use of the colon to introduce a list and begin to use of semicolons within lists Use of provisional statements with words and phrases like usually..., seem to be..., tend to..., Technical vocabulary to add precision e.g. spine, compression, glucose 	<ul style="list-style-type: none"> Using dashes to mark boundaries between independent clauses Using a colon to introduce a list continue to learn the difference between passive and active verbs Linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time Using expanded noun phrases to convey complicated information concisely Vary sentence structure, length and type How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Continue to use brackets to indicate parenthesis Consistent use of varied tenses 3rd person

Revision of Year 5 Objectives	
Week 1	Relative Clauses
Week 2	Modal Verbs
Week 3	Adverbs
Week 4	Parenthesis
Week 5	Expanded Noun Phrases
Week 6	Commas
Week 7	Present Tense
Week 8	Past Tense

Week 1	Identifying Nouns and Verbs in sentences
Week 2	Identifying Adjectives and Adverbs in sentences
Week 3	Identifying subjects and objects in sentences
Week 4	Identifying Determiners, Conjunctions and Prepositions in sentences
Week 5	Identifying word classes
Week 6	Synonyms and Antonyms

Transcription-handwriting

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Nelson Handwriting Developing Skills Book 4 - orange

Week 1	Revising difficult joins - ve, we, oe, fe, re (green book)
Week 2	Flashback
Week 3	Revising sloped writing
Week 4	Ensuring letter are correct height and size
Week 5	Practising spacing

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Nelson Handwriting Developing Skills Book 4 - orange

Week 1	Practising capital letters - unit 6
Week 2	Practising fluency - unit 7
Week 3	Practising keeping letters in correct proportion - unit 9
Week 4	Practising presentation - unit 10
Week 5	Practising writing instructions - unit 11

Week 6	Practising speed writing
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Week 6	Check up week - assess process not product
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**Transcription
- spelling**

- Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
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	Focus	Common Exception Words
Week 1	Prefixes and suffixes (ward/light)	awkward, lightning
Week 2	Prefixes and suffixes (termine)	determined
Week 3	Prefixes and suffixes (hind)	hindrance
Week 4	Prefixes and suffixes (sci)	conscious, conscience
Week 5	Prefixes and	immediate, immediately

	Focus	Common Exception Words
Week 1	Silent letters g, k,	environment, government
Week 2	Letter string ei-	foreign, leisure
Week 3	Suffixes ant/ance	relevant
Week 4	Suffixes ent/ence	apparent, convenience, excellent, existence
Week 5	Suffix -ous	
Week 6	Suffix -ial	

	suffixes (medi)	
Week 6	Prefixes and suffixes (sign)	

Reading- key objectives

Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion retrieve, record and present information from non-fiction

	<ul style="list-style-type: none"> • 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 • 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 • provide reasoned justifications for their views 		
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

SPRING TERM

Curriculum focus/links	History - Ancient Greeks - Does Alexander deserve the title 'great'? Geography - Distribution of natural resources - What are they, where are they found, why are they important? Science - Electricity and Sound RE - Christianity																			
Genre and Text/Focus	Dracula by Bram Stoker	Visit High Borrans (link to residential trip)	SATs Focus Reading GPS																	
Writing Outcome	Narrative – tale of fear (characterisation and dialogue)	Persuasion (purpose, audience & form) adapted each year)																		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ● Using semi-colons or dashes to mark boundaries between independent clauses ● Subjunctive form ● How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] ● Recap modal verb forms ● Dialogue to show character internal voice ● Rhetorical questions ● Subordination to add extra details 	<ul style="list-style-type: none"> ● Using a colon to introduce a list ● Subjunctive form ● Building upon the use of relative clauses at the end (where, when, whose) ● Brackets to indicate parenthesis ● Modal verbs [for example, might, should, will, might] ● Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ● Indicating degrees of possibility using adverbs [for example, perhaps, surely] ● Rhetorical questions ● Exaggeration ● Extreme adjectives and superlative 																		
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	Focus	Common Exception Words
Week 1	Homophones	
Week 2	Prefixes and suffixes (crit)	criticise
Week 3	Prefixes and suffixes (dict)	dictionary
Week 4	Prefixes and suffixes (fer)	forty, twelfth
Week 5	Prefixes and suffixes (vary)	variety
Week 6	Prefixes and suffixes (leg)	privilege

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
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	Focus	Common Exception Words
Week 1	Homophones (revisit)	recommend
Week 2	Words containing ua & ui (bruise/suade)	bruise, persuade, guarantee, nuisance
Week 3	Prefixes oc-/op-	occupy, occur, opportunity
Week 4	Prefixes ag-/ap-/at-	aggressive, appreciate, attached
Week 5	letter string -ie (achieve/believe)	achieve, ancient
Week 6	Silent letters b, h, ch (doubt/rhyme)	rhyme, rhythm, stomach, vehicle, yacht

<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p><u>Comprehension</u></p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● 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 ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books ● learning a wider range of poetry by heart ● 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>understand what they read by:</p> <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● asking questions to improve their understanding ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● predicting what might happen from details stated and implied ● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● distinguish between statements of fact and opinion retrieve, record and present information from non-fiction ● 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 ● 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 ● provide reasoned justifications for their views 		
<p>Focus (highlight</p>	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information 	<ul style="list-style-type: none"> ● Structure of text ● Role of

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SUMMER TERM

Curriculum focus/links	History - Contrasting British History - The Mayans Geography - Sustainable World - Does it matter where we live? Science - Evolution and Inheritance RE - Christianity		
Genre and Text/Focus	Should people always tell the truth? (Link to Holes)	Outlaw (Linked to Holes)	Moth: An Evolution Story by Isabel Thomas
Writing Outcome	Discussion	Narrative – character flaw (characterisation and dialogue)	Explanation
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ● Choose when to use brackets, dashes or commas to indicate parenthesis ● Modal verbs [for example, might, should, will, might ● Rhetorical questions ● Use a range of devices to build cohesion within and across paragraphs ● Distinguishing between the language of speech and writing and choosing the appropriate register ● Support views with reasons or evidence ● Give examples which move from the general to the specific: Most shoppers would agree that ... One lady who has shopped in the town for many years told us... ● Use a greater range of conjunctions e.g furthermore, on the other hand, similarly 	<ul style="list-style-type: none"> ● Selecting the appropriate form to match the audience and purpose ● Selecting appropriate grammar and vocabulary, to change or enhance meaning ● Describing settings, characters and atmosphere ● integrating dialogue to convey character and advance the action ● Using a wide range of devices to build cohesion within and across paragraphs ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Show setting through the character's eyes ● Varied sentence to build tension and/or excitement 	<ul style="list-style-type: none"> ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Selecting the appropriate form to match the audience and purpose ● Selecting appropriate grammar and vocabulary, to change or enhance meaning using a wide range of devices to build cohesion within and across paragraphs ● present tense ● Questions and exclamations... ● Rhetorical questions ● Choose when to use brackets, dashes or commas to indicate parenthesis ● Distinguishing between the language of speech and writing and choosing the appropriate register ● Use a greater range of conjunctions

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- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

	Focus	Common Exception Words
Week 1	Suffixes -able/-ible	available, vegetable
Week 2	Prefixes and suffixes (fic)	sufficient
Week 3	Prefixes and suffixes (par)	apparent
Week 4	Prefixes and suffixes (sol)	soldier
Week 5	Prefixes and suffixes (sacr)	sacrifice
Week 6	Assessment	

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	Focus	Common Exception Words
Week 1	Prefixes and suffixes (preci)	
Week 2	Prefixes and suffixes (cure)	
Week 3	Prefixes and suffixes (judice)	prejudice
Week 4	Prefixes cata-/cate-	category
Week 5	Prefixes and suffixes (am)	amateur
Week 6	Prefixes and suffixes (parl)	parliament

<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p><u>Comprehension</u></p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • 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>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views 		
<p>Focus (highlight)</p>	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information

chosen focus)	<ul style="list-style-type: none">● Role of setting/mood/tone● Use of language, including figurative language● Writer's perspective	<ul style="list-style-type: none">● Role of setting/mood/tone● Use of language, including figurative language● Writer's perspective	<ul style="list-style-type: none">● Role of setting/mood/tone● Use of language, including figurative language● Writer's perspective
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