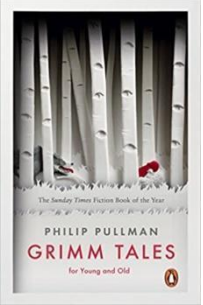
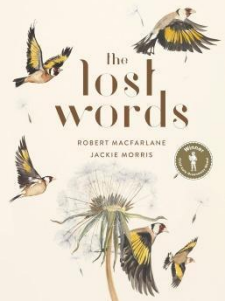
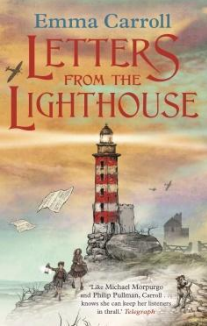
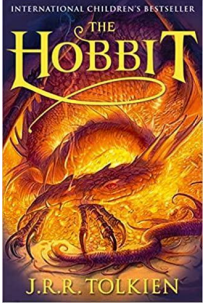
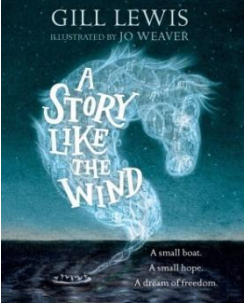

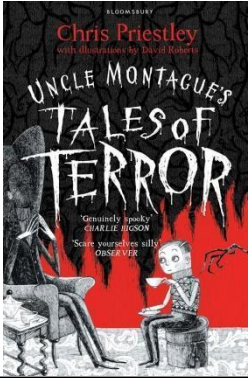

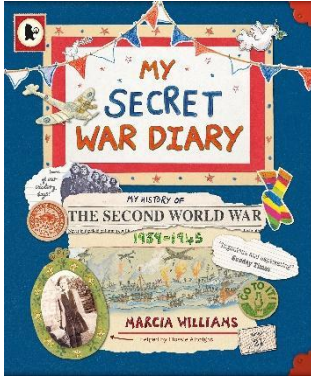
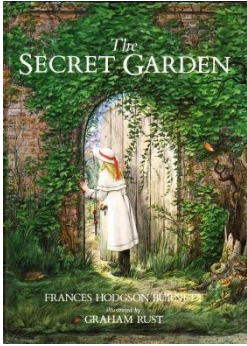


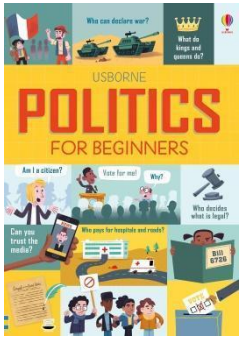
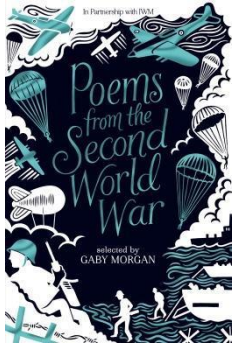
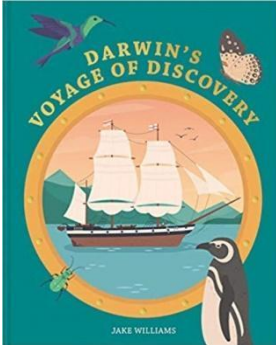
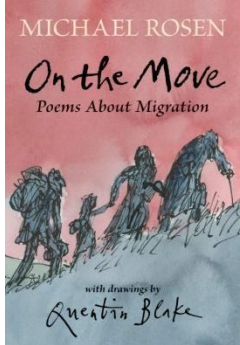



English: Year 6

Connections to the Wider Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Light		Electricity		Animals Inc. Humans	
	Living things and their habitats		Evolution and Inheritance		Working Scientifically	
History	WW1		WW2		Social History: Entertainment	
Geography	Mountains and Tourism		Map Skills		Energy/Sustainability	Orienteering
RE	What might the journey of life and death look like from a Christian perspective?	Should every Christian go on a pilgrimage? How would Christians advertise Christmas?	What does it mean to be Jewish?	How does the Christian festival of Easter offer hope?	How do the five pillars of Islam show commitment to Allah?	How has the Christian message survived 2000 years?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
English Topic	Twisted Fairy Tales "A good tale moves with dreamlike speed from event to event, pausing only to say as much as is needed and no more."	Activism: Endangered Planet "Once upon a time, words began to vanish from the language of children..."	World War II "We were halfway through the news when the air raid started."	Classic Literature "His heart was filled and pierced with the desire of dwarves, and he gazed motionless, almost forgetting the frightful guardian..."	Seeking Refuge "In a small boat. With a small hope. In a rising wind. On a rising sea."	Kindness "When given the choice between being right and kind, choose kind."
English Core Texts						
	Grimm Tales for Young and Old by Philip Pullman	The Lost Words by Robert Macfarlane	Letters From the Lighthouse by Emma Carroll	The Hobbit by JRR Tolkien	A Story Like the Wind by Gill Lewis	Wonder by RJ Palacio

						
Genre Coverage	Traditional tales Viewpoint retellings Character studies Imagery within settings	Acrostic poetry Persuasive arguments Non-chronological reports Anthropomorphism in narratives	Newspaper Articles Diary Entries	Adventure stories Balanced arguments Scientific explanations	Flashback within narratives Symbolism within narratives Formal letters	Poetry Playscripts
Guided Reading						
	Caged Bird by Maya Angelou	Usborne Politics for Beginners	SATs Practice Poems From the Second World War	SATs Practice Darwin's Voyage of Discovery	SATs Practice On the Move by Michael Rosen	TBC – studying playscripts and characterisation related to Year 6 production

Reading	Word Reading	Comprehension
	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling: <p>https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p>	<p>Maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"> Listening to, reading and discuss an increasingly wide range of fiction, poetry, plays and non-fiction Reading books structured in different way e.g. different authors or styles, and for different purposes e.g. for fun or for research Increasing familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Identifying themes and conventions across a wide range of writing Making comparisons across books Reading a range of poetry and learning longer pieces off by heart Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves Independently reading longer texts with sustained stamina and interest Recommending books to their peers with detailed reasons for their opinions Participating in discussions about books, building on their own and others' ideas and challenging views courteously <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. Explaining and discussing understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for his/her views. Using clues to identify the meaning of words in context Predicting what might happen from information stated and implied Using a combination of skimming, scanning and close reading across a text to locate specific detail Retrieving and recording key facts or information Close reading, re-reading and reading ahead to locate clues to support understanding and justifying with evidence from the text Inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence
	Greater Depth	
	<ul style="list-style-type: none"> Offer an alternative prediction to own and explain why others may think this Compare and contrast class text with extracts from the Classics or those they have read for pleasure Understand and identify where an author has used language with more than one layer of meaning Demonstrate greater depth of understanding through building longer and more complex answers to questions about texts, built with evidence and explanations when the reader requires e.g. Point + Evidence + Explanation 	

Spoken Language

- Ask questions to develop ideas and improve understanding
- Ask questions that take account others' views
- Participate in discussions about books that we read
- In discussions, build on their own and others' ideas
- In discussions, challenge other peoples' ideas with courtesy and consideration
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Prepare formal presentations individually or in groups
- Use notes to support presentation of information
- Respond to questions generated by a presentation
- Listen and respond appropriately to adults and their peers
- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate
- Explain ideas and opinions giving reasons and evidence
- Take an active part in discussions, taking different roles
- Sustain and argue a point of view in a debate, using formal language of persuasion
- Express possibilities using hypothetical and speculative language in science and when discussing reading
- Engage listeners through choice of vocabulary and register according to the context
- Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

Greater Depth

- Use the subjunctive form in formal speech
- Use extended metaphors in speech
- Listen to and analyse speeches given by current world leaders/politicians/celebrities, and apply these techniques confidently to their own presentations
- Use a broader range of formal and concise language

**Writing:
Composition**

[Teacher
Assessment
Framework](#)

Non-Negotiables:

- Use full stops and capital letters inc. proper nouns
- Use commas in lists and after fronted adverbials
- Use exclamation marks and questions marks when needed
- Use apostrophes for contraction and possession
- Use paragraphs

Plan:

- Identifying the audience and purpose of the writing, selecting the appropriate form and using other writing as models
- Noting and developing initial ideas, drawing on reading and research where necessary
- Using a simple planning structure
- Structuring narratives through reasoned consideration of how authors develop characters and settings


Write:

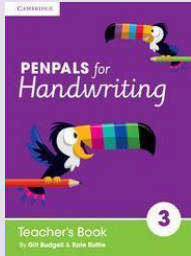
- For a range of purposes
- Using simple devices to structure non-fiction pieces e.g. headings/subheadings/bullet points/tables
- Selecting language that shows good awareness of the reader e.g. first person in diary
- In narratives describe characters and settings, and create atmosphere
- Use a range of devices to build cohesion e.g. pronouns/synonyms/adverbials/conjunctions
- Use the range of punctuation taught in KS2 ([see appendix 2 of English National Curriculum](#)):
- Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use informal or formal vocabulary e.g. big/large
- Use informal or formal sentence structure e.g use of subjunctive 'If I were to come...' or contractions 'He's your friend, isn't he?'
- Use varied and rich vocabulary
- Use varied descriptive techniques (verbs, adverbs, adjectives, metaphor, personification, onomatopoeia, simile, symbolism etc.)
- Use a range of sentence structures (see sentence objectives in next table)
- Use a range of punctuation (see punctuation objectives in next table)
- Use dialogue in narratives to convey character and advance action
- Use verb tenses consistently and correctly
- Maintain a joined, legible style

Improve:

- Proposing reasoned changes to grammar, punctuation and vocabulary
- Ensuring correct tense and subject/verb agreement
- Proof read for spelling and punctuation errors
- Evaluate and edit – making improvements to grammar and vocabulary

	Greater Depth			
Writing: Vocabulary, Grammar and Punctuation Terminology for pupils: Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet point	Punctuation	Text	Sentence	Word
<ul style="list-style-type: none"> ● Full stops and capital letters, including proper nouns (NN) ● Exclamation marks and question marks (NN) ● Commas in lists (NN) ● Apostrophes for contraction and possession (NN) ● Commas to mark clauses ● Speech marks/inverted commas for direct speech ● Colons to introduce a list ● Semi-colons within list ● Use semi-colon, colon and dash to mark boundary between independent clauses ● Hyphens used to avoid ambiguity ● Ellipses to link ideas between paragraphs ● Punctuate bullet points correctly ● Dashes, brackets and commas for parenthesis 	<ul style="list-style-type: none"> ● Link ideas across paragraphs using a wide range of cohesive devices (avoiding repetition/conjunctions/adverbials etc) 	<ul style="list-style-type: none"> ● Explore and investigate passive/active voice ● Identify the subject and object of a sentence ● Perfect form of verbs ● Identify the progressive form of verbs in the past and present tense ● Subordinating conjunctions ● Coordinating conjunctions ● Adverbs and adverbial phrases ● Prepositions and prepositional phrases ● Fronted adverbials ● Subordinating clauses inc, relative and embedded 	<ul style="list-style-type: none"> ● Difference between vocabulary of speech and writing/formal speech ● Investigate and collect a range of synonyms and antonyms <p>Other objectives are covered through the Babcock spelling scheme (see below)</p>	
Greater depth				
<ul style="list-style-type: none"> ● Identify subjunctive in an extended text ● Use the subjunctive form to create formality in their own writing ● Explain and identify the difference between a preposition and subordinating conjunction ● Write sentences purposefully using past and present progressive tenses 				

Spelling	Term 1	Term 2	Term 3
<p>Outlined in Babcock No Nonsense Spelling Pathway</p> 	<p>Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p>Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Words containing the letter string '-ough'</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /jəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists • Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

Handwriting	Term 1	Term 2	Term 3
<p>Outlined in Penpals for Handwriting Scheme and Scope</p> 	<ul style="list-style-type: none"> • Style for speed: crossbar join from t: th, ti, tr, ta, tt • Style for speed: looping from g: gl, gi, gr, ga, gg • Style for speed: looping from j and y: je, jo, ye, jr, yo • Style for speed: looping from f • Style for speed: different joins to s • Style for speed: looping from b • Style for speed: joining from v, w, x and z • Handwriting for different purposes: abbreviations • Spacing between words • End-of-term check 	<ul style="list-style-type: none"> • Improving handwriting: the importance of consistent sizing • Improving handwriting: the importance of proportion • Improving handwriting: the importance of spacing • Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders • Improving handwriting: the importance of closed and open letters • Improving handwriting: pen breaks in longer words • Handwriting for different purposes: annotations • Handwriting for different purposes • Choice of handwriting tools • End-of-term check 	<ul style="list-style-type: none"> • Handwriting for different purposes: fast-joined and print letters • Handwriting for different purposes: note making • Handwriting for different purposes: neat writing • Handwriting for different purposes: print letters for personal details • Different styles of writing • Handwriting for different purposes: presentation • Handwriting for different purposes: decorated capitals • Handwriting for different purposes: layout • Assessment • Handwriting for different purposes: handwriting patterns