

Year 6 English Curriculum Overview 2021-2022

Ongoing Objectives	<p>Spelling Recognise and spell endings which sound like /fəs/, spelt – cious or –tious. Recognise and spell endings which sound like /fəl/, e.g. official, partial. Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference. Investigate use of the hyphen. Investigate and use further prefixes, e.g. bi- trans- tele- circum-. Distinguish between homophones and other words that are often confused. Identify root words, derivations and spelling patterns as a support for spelling Be secure with all spelling rules previously taught. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. Spell words from the Year 6 list (selected from the statutory Year 5/6 word list)</p> <p>Handwriting Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</p>		
Term	Unit	Duration	Skills/Outcomes
Autumn 1	Fiction-Narrative The Nowhere Emporium	3 weeks	<ul style="list-style-type: none"> ▪ Identifying audience and purpose. ▪ Use ellipsis to link ideas between paragraphs. ▪ <u>Manipulate sentences to create particular effects.</u>
Autumn 1	Biographies Black History Month	2 weeks	Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>
Autumn 1	Poetry The Tyger-William Blake	1 week	<ul style="list-style-type: none"> ▪ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i>
Autumn 1	Assessment Week	1 week	
Autumn 2	Classic Fiction The Jungle Book	3 weeks	<ul style="list-style-type: none"> ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i>

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Autumn 2	Persuasion Formal letters, information leaflets, I Movie	2 weeks	<ul style="list-style-type: none"> ▪ Identify and use colons to introduce a list. ▪ Punctuate bullet points consistently ▪ Drawing on similar writing models, reading and research.
Autumn 2	Descriptive Narrative Christmas narrative	1 week	<ul style="list-style-type: none"> ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i>
Autumn 2	Assessment week	1 week	
Spring 1	Classic Fiction The Kraken, Treasure Island, Robinson Crusoe, Swiss Family Robinson, The Martian	3 weeks	<ul style="list-style-type: none"> ▪ Choose appropriate text-form and type for all writing. ▪ Selecting the appropriate language and structures. ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i>
Spring 1	Stories with flashbacks Kidnapped (Pie Corbett), Treasure Island	2 weeks	<ul style="list-style-type: none"> ▪ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u> ▪ <u>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i></u> ▪ Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i>
Spring 1	Assessment week	1 week	
Spring 2	Revision Various Ed Shed prompts including: Wacky Races, Pandora, Replay	6 weeks	<ul style="list-style-type: none"> ▪ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i> ▪ Identify the subject and object of a sentence

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			<ul style="list-style-type: none"> Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>
Summer 1	Revision The Day The Crayons Quit Broken: Rock, Paper, Scissors	3 weeks	<ul style="list-style-type: none"> Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
Summer 1	SATs Week	1 week	
Summer 1	Wonder	2 weeks	<ul style="list-style-type: none"> <u>Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences</u> Proofreading for grammatical, spelling and punctuation errors.
Summer 2	Wonder	3 weeks	<ul style="list-style-type: none"> Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> Draft and write by: <u>Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</u>
Summer 2	CSI	3 weeks	<ul style="list-style-type: none"> Using devices to build cohesion. Combining text-types to create hybrid texts e.g. <i>persuasive speech.</i> Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i>
Summer 2	Transition Activities	1 week	