



## Year 6 English Curriculum Overview

### Autumn 1

English units of work		SPaG
Texts:	Genre/Skills:	
<b>Goodnight Mr Tom - Michelle Magorian (Power of Reading)</b>	<b>Newspaper Reports:</b> <ul style="list-style-type: none"><li>Plan, discuss and record ideas</li><li>A headline</li><li>An introductory paragraph which answers the who, what, where, when</li><li>Facts about the main event</li><li>Information about the main events in chronological order</li><li>Write in the third person</li><li>Quotes written in direct speech</li><li>Reported speech</li><li>Eyewitness accounts</li><li>Adverbials of time</li><li>Journalistic language</li><li>Concluding paragraph</li><li>Formal language</li><li>Pictures with captions</li><li>Active/passive</li><li>Evaluate, edit and proof-read work</li></ul>	<b>Spelling:</b> <ul style="list-style-type: none"><li>Words containing the letter-string ough</li><li>Words with 'silent' letters</li><li>Words ending in -ant, -ance, -ancy,</li><li>Word check list (Year 5/6 list)</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>Apostrophes for possession and contraction (consolidation)</li><li>Colons</li><li>Semi-colons</li></ul> <b>Grammar:</b> <ul style="list-style-type: none"><li>Types of nouns</li><li>Adverbs</li><li>Fronted adverbials</li><li>Active and passive</li></ul>
<b>Outcomes:</b> <b>To write newspaper reports</b>		



Autumn 2		
English units of work		SPaG
Texts:	Genre/Skills:	
<b>The Highwayman- Alfred Noyes</b>	<b>Narrative</b> <ul style="list-style-type: none"><li>• Plan, discuss and record ideas</li><li>• Awareness of audience</li><li>• Include opening, build up, climax, resolution and ending</li><li>• Consistent correct person (first or third) and tense</li><li>• Powerful verbs</li><li>• Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis</li><li>• Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li><li>• Sentences including subordinating and co-ordinating conjunctions</li><li>• Fronted adverbials and adverbs</li><li>• Include expanded noun phrases for description</li><li>• Figurative language: similes, metaphors and personification</li><li>• Inverted commas used correctly for dialogue</li><li>• Devices to build cohesion</li><li>• Evaluate, edit and proof-read work</li></ul> <b>Poetry</b> <ul style="list-style-type: none"><li>• Plan, discuss and record ideas</li><li>• Correct rhythm pattern</li><li>• Appropriate rhymes</li><li>• Figurative language: similes, metaphors and personification</li><li>• Imagery</li><li>• Alliteration</li><li>• Considered sounds of words</li><li>• Evaluate, edit and proof-read work</li><li>• Perform writing, using appropriate intonation, volume, and movement so that meaning is clear</li></ul>	<b>Spelling</b> <ul style="list-style-type: none"><li>• Words ending in -ent, -ence, -ency</li><li>• Homophones and near homophones</li><li>• Words ending in -ery, -ory, -ary</li><li>• Word check list (Year 5/6 list)</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>• Brackets, dashes and commas for parenthesis</li><li>• Commas after subordinate clauses</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>• Subject, object, verb</li><li>• Active and passive</li><li>• Subordinating and co-ordinating conjunctions</li><li>• Subordinate and main clauses</li></ul>
<b>Outcomes:</b> Write own narratives  Write and perform poetry		



Spring 1		
English units of work		SPaG
Texts:	Genre/Skills:	
<b>Rooftoppers- Katherine Rundell (Power of Reading)</b>	<b>Persuasive Writing:</b> <ul style="list-style-type: none"><li>• Plan, discuss and record ideas</li><li>• Reasons to support the viewpoint</li><li>• Facts and evidence to support reasons</li><li>• Conjunctions to link ideas (e.g. however, therefore, furthermore)</li><li>• Persuasive devices</li><li>• Powerful adjectives</li><li>• Rhetorical questions</li><li>• Emotive language</li><li>• Varied length of sentences e.g. complex sentences and short sentences for impact</li><li>• Range of devices to build cohesion</li><li>• Conclusion to summarise and state opinion</li><li>• Evaluate, edit and proof-read work</li></ul> <b>Narrative</b> <ul style="list-style-type: none"><li>• Plan, discuss and record ideas</li><li>• Awareness of audience</li><li>• Include opening, build up, climax, resolution and ending</li><li>• Consistent correct person (first or third) and tense</li><li>• Powerful verbs</li><li>• Mixture of complex and short sentences.</li><li>• Range of devices to build cohesion</li><li>• Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li><li>• Sentences including subordinating and co-ordinating conjunctions</li><li>• Fronted adverbials and adverbs</li><li>• Include expanded noun phrases for description</li><li>• Figurative language: similes, metaphors and personification</li><li>• Inverted commas used correctly for dialogue</li><li>• Evaluate, edit and proof-read work</li></ul>	<b>Spelling</b> <ul style="list-style-type: none"><li>• ei and ie words</li><li>• Commonly misspelt homophones</li><li>• Review of spelling words taught so far</li><li>• Word check list (Year 5/6 list)</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>• Hyphens/ hyphenated words</li><li>• Inverted commas</li><li>• Semi- colons</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>• Subjunctive mood</li><li>• Past progressive and present progressive</li><li>• Past perfect and present perfect</li></ul>
<b>Outcomes:</b>  Persuasive letters  Narrative		



Spring 2		
English units of work		SPaG
Texts:	Genre/Skills:	
<b>Wonder - RJ Palacio (Power of Reading)</b>	<b>Diary:</b> <ul style="list-style-type: none"><li>Plan, discuss and record ideas</li><li>May include the date or time</li><li>First person- use personal pronouns 'I', 'my', 'we' and 'our'</li><li>Opening paragraph to introduce diary</li><li>Discuss where events occurred</li><li>Write about the most important events in order</li><li>Describe own feelings or what you were thinking when each event happened</li><li>Adverbials of time</li><li>Written mainly in past tense</li><li>Informal language and phrases</li><li>Group related information in paragraphs</li><li>Variety of main clauses and subordinate clauses</li><li>Range of devices to build cohesion</li><li>Evaluate, edit and proof-read work</li></ul> <b>Non-Chronological report:</b> <ul style="list-style-type: none"><li>Plan, discuss and record ideas</li><li>Awareness of audience</li><li>Paragraphs written in logical order</li><li>Organisational devices: Title, subheading, bullet points</li><li>Present tense (unless historical)</li><li>Topic sentences</li><li>Details about specific features</li><li>Technical language</li><li>Conjunctions</li><li>Formal tone</li><li>Range of devices to build cohesion</li><li>Evaluate, edit and proof-read work</li></ul>	<b>Spelling:</b> <ul style="list-style-type: none"><li>Etymology and word families</li><li>Adding suffixes beginning with vowel letters to words ending in fer (e.g. referring, reference)</li><li>Synonyms and antonyms</li><li>Word check list (Year 5/6 list)</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>Commas consolidation</li><li>Colons</li><li>Semi- colons</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>Double negatives/ I me/Standard English</li><li>Words that can belong to more than one word class.</li><li>Active and passive</li></ul>
<b>Outcomes:</b>  Diary entries  Non-chronological reports		



Summer 1		
English units of work		SPaG
Texts:	Genre/Skills	
<b>Visual Literacy: Alma (The Literacy Shed)</b>  <b>Additional texts:</b> <b>Holes- Louis Sachar</b>	<b>Descriptive writing:</b> <ul style="list-style-type: none"><li>Plan, discuss and record ideas</li><li>Describe what can be seen/heard/smelt/felt</li><li>Show not tell</li><li>Figurative language: similes, metaphors and personification</li><li>Describe setting, atmosphere and mood</li><li>Variety of different clauses</li><li>Subordinating and co-ordinating conjunctions</li><li>Range of devices to build cohesion</li><li>Evaluate, edit and proof-read work</li></ul> <b>Narrative</b> <ul style="list-style-type: none"><li>Plan, discuss and record ideas</li><li>Describe setting, atmosphere, mood and character</li><li>Awareness of audience</li><li>Include opening, build up, climax, resolution and ending</li><li>Consistent correct person (first or third) and tense</li><li>Powerful verbs</li><li>Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis</li><li>Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li><li>Sentences including subordinating and co-ordinating conjunctions</li><li>Fronted adverbials and adverbs</li><li>Include expanded noun phrases for description</li><li>Figurative language: similes, metaphors and personification</li><li>Inverted commas used correctly for dialogue</li><li>Evaluate, edit and proof-read work</li></ul>	<b>Spelling:</b> <ul style="list-style-type: none"><li>Words ending in able, ible, ably and ibly</li><li>Prefixes: Trans-, bi-, tri- and semi-</li><li>Prefixes: aero-, micro-, tele-, photo-</li><li>Generating words from prefixes</li><li>Word check list (Year 5/6 list)</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>Inverted commas</li><li>Punctuation revision</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>Commands, sentences, exclamations, questions</li><li>Subject, object, verb</li><li>KS2 Grammar revision</li></ul>
<b>Outcomes:</b>  Descriptive writing  Third person dual narratives		



Summer 2		
English units of work		SPaG
Texts	Genre/Skills	
<b>Skellig- David Almond (Power of Reading)</b>	<b>Persuasive Writing:</b> <ul style="list-style-type: none"><li>• Plan, discuss and record ideas</li><li>• Reasons to support the viewpoint</li><li>• Facts and evidence to support reasons</li><li>• Conjunctions to link ideas (e.g. however, therefore, furthermore)</li><li>• Persuasive devices</li><li>• Powerful adjectives</li><li>• Rhetorical questions</li><li>• Emotive language</li><li>• Conclusion to summarise and state opinion</li><li>• Evaluate, edit and proof-read work</li></ul> <b>Narrative</b> <ul style="list-style-type: none"><li>• Plan, discuss and record ideas</li><li>• Awareness of audience</li><li>• Include opening, build up, climax, resolution and ending</li><li>• Consistent correct person (first or third) and tense</li><li>• Powerful verbs</li><li>• Mixture of long and short sentences.</li><li>• Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li><li>• Sentences including subordinating and co-ordinating conjunctions</li><li>• Fronted adverbials and adverbs</li><li>• Include expanded noun phrases for description</li><li>• Figurative language: similes, metaphors and personification</li><li>• Inverted commas used correctly for dialogue</li><li>• Evaluate, edit and proof-read work</li></ul>	<b>Spelling / Grammar / Punctuation</b>  Fill in any gaps and review all previous SPAG learning
<b>Outcomes:</b>  Persuasive adverts  Setting descriptions/ Suspense narratives		