



## Roehampton Church Forest School Year 6 English Curriculum Overview

CYCLE B Year 6		
Autumn 1		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>Treason – Berlie Doherty</p> <p><b>Outcomes:</b></p> <p><b>To write newspaper reports</b></p> <ol style="list-style-type: none"> <li>1. Write a newspaper report about Mathew’s drowning.</li> <li>2. Write a newspaper report about Thomas’ arrest for treason</li> <li>3. Write a newspaper report re Thomas’ daring escape from the Tower of London.</li> </ol>	<p><b>Newspaper Reports:</b></p> <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>	<p><b>Spelling:</b></p> <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> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes for possession and contraction (consolidation)</li> <li>• Colons</li> <li>• Semi-colons</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Types of nouns</li> <li>• Adverbs</li> <li>• Fronted adverbials</li> <li>• Active and passive</li> </ul>

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## Roehampton Church Forest School Year 6 English Curriculum Overview

Autumn 2		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>The Lady of Shalott by Alfred Tennyson</p> <p><b>Outcomes:</b> <b>To write narratives</b></p> <ol style="list-style-type: none"> <li>1. Scene setting of Camelot and the Island of Shalott.</li> <li>2. Character description of Lady of Shalott.</li> <li>3. Writing poem as a narrative from the point of view of one of the characters</li> </ol> <p><b>To write and perform poetry</b></p> <ol style="list-style-type: none"> <li>1. Write additional verses to The Lady of Shalott uses same rhythmic pattern.</li> <li>2. Perform verses created.</li> </ol>	<p><b>Narrative</b></p> <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> <p><b>Poetry</b></p> <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>	<p><b>Spelling</b></p> <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> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Brackets, dashes and commas for parenthesis</li> <li>• Commas after subordinate clauses</li> </ul> <p><b>Grammar</b></p> <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>

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## Roehampton Church Forest School Year 6 English Curriculum Overview

Spring 1		
English units of work		SPAG
Texts:	Genre/Skills:	
<p>The Curse of the Maya – Johnny Pearce and Andy Loneragan</p> <p><b>Outcomes:</b></p> <p>Persuasive letters</p> <ol style="list-style-type: none"> <li>1. Letter from Sarah to the British Museum to persuade them to return the Mayan artefact</li> <li>2. Letter from the Spirit of the Mayan Priest to the Modern World</li> <li>3. Letter from Joe to his Dad to convince his dad that the adventure in Mexico was real and serious.</li> </ol> <p>Narrative</p> <ol style="list-style-type: none"> <li>1. Setting description of Guatemalan jungle</li> <li>2. Character descriptions</li> <li>3. Adventure finding a Mayan artefact</li> </ol>	<p><b>Persuasive Writing:</b></p> <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> <p><b>Narrative</b></p> <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>	<p><b>Spelling</b></p> <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> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Hyphens/ hyphenated words</li> <li>• Inverted commas</li> <li>• Semi- colons</li> </ul> <p><b>Grammar</b></p> <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>

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## Roehampton Church Forest School Year 6 English Curriculum Overview

Spring 2		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>The Garbage King – Elizabeth Laird (PoR)</p> <p><b>Outcomes:</b></p> <p>To write diary entries Mamo's Perspective</p> <ul style="list-style-type: none"> <li>• First night on the streets: "I never thought I'd have to sleep under a bridge..."</li> <li>• After escaping the trafficker: "The chains may be gone, but I still feel trapped..."</li> <li>• When he joins the street boys: "For the first time in days, someone shared their food with me."</li> </ul> <p>Dani's Perspective</p> <ul style="list-style-type: none"> <li>• After his father sends him away: "I thought I was a prince. Now I'm not even sure I matter."</li> <li>• His first night in the slums: "Everything I thought I knew is crumbling."</li> </ul> <p>Friendship and Survival</p> <ul style="list-style-type: none"> <li>• "Today, I learned that friendship can be stronger than hunger."</li> </ul> <p>To write non-chronological reports</p> <ol style="list-style-type: none"> <li>1) Living on the streets</li> <li>2) Ethiopia</li> </ol>	<p><b>Diary:</b></p> <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> <p><b>Non-Chronological report:</b></p> <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>	<p><b>Spelling:</b></p> <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> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Commas consolidation</li> <li>• Colons</li> <li>• Semi- colons</li> </ul> <p><b>Grammar</b></p> <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>

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Summer 1		
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Texts:	Genre/Skills	
<p>Visual Literacy: Catch It (The Literacy Shed – The Adventure Shed)</p> <p>Visual Literacy: The Present (The Literacy Shed – The Thinking Shed)</p> <p><b>Outcomes:</b>            Descriptive writing and third person dual narratives – The Present</p> <p>Scene setting from boy's point of view.            Scene setting from dog's point of view.            Write a section of dialogue between Mum and the pet shop owner, perhaps she tells him why she wants that specific dog.            Retell story from boy and dog's point of view, switching between the two.</p> <p>Descriptive writing and third person dual narratives – Catch It</p> <p>Tell the story from a meerkat's point of view.            Create an internal monologue for the vulture.            Describe the beautiful setting of the African plains.            Create some dialogue between the meerkats at various points in the film.            Create some commentary for the 'rugby' scene at the end of the film.            Write the scene between meercats and vulture, switching between different characters point of view.</p>	<p><b>Descriptive writing:</b></p> <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> <p><b>Narrative</b></p> <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>	<p><b>Spelling:</b></p> <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> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Punctuation revision</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Commands, sentences, exclamations, questions</li> <li>Subject, object, verb</li> <li>KS2 Grammar revision</li> </ul>

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## Roehampton Church Forest School Year 6 English Curriculum Overview

Summer 2		
English units of work		SPAG
Texts	Genre/Skills	
<p>Skellig- David Almond (PoR)</p> <hr/> <p><b>Outcomes:</b></p> <p>Persuasive writing</p> <ol style="list-style-type: none"> <li>1) Michael did the right thing by helping Skellig. Persuade your audience that Michael's actions were justified, even though he disobeyed his parents and took risks.</li> <li>2) Skellig should stay hidden from the world. Argue that Skellig's mysterious and magical nature would be ruined if the world found out about him.</li> <li>3) Mina is a better influence on Michael than his school friends. Convince the reader that Mina's outlook on life helps Michael grow more than conventional friendships.</li> </ol>	<p><b>Persuasive Writing</b></p> <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> <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>	<p><b>Spelling/ Grammar/ Punctuation</b></p> <p>Fill in any gaps and review all previous SPAG learning</p>

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