



Roehampton Church Forest School Year 6 English Curriculum Overview

CYCLE A Year 6		
Autumn 1		
English units of work		SPAG
Texts:	Genre/Skills:	
<p>There's A Boy in the Girls' Bathroom' – Louis Sachar</p>	<p>Newspaper Reports:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • A headline • An introductory paragraph which answers the who, what, where, when • Facts about the main event • Information about the main events in chronological order • Write in the third person • Quotes written in direct speech • Reported speech • Eyewitness accounts • Adverbials of time • Journalistic language • Concluding paragraph • Formal language • Pictures with captions • Active/passive • Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> • Words containing the letter-string ough • Words with 'silent' letters • Words ending in -ant, -ance, -ancy, • Word check list (Year 5/6 list) <p>Punctuation:</p> <ul style="list-style-type: none"> • Apostrophes for possession and contraction (consolidation) • Colons • Semi-colons <p>Grammar:</p> <ul style="list-style-type: none"> • Types of nouns • Adverbs • Fronted adverbials • Active and passive
<p>Outcomes:</p> <p>To write newspaper reports</p> <ol style="list-style-type: none"> 1. Newspaper report about Bradley's transformation from 'monster' to kind confident boy 2. Newspaper report on Carla's departure from the school (School counselor leaves) 3. Newspaper report on beginning of book when Bradley found in toilets 4. Newspaper report on Bradley's unlikely friendship with Jeff 		

Note: Children need to plan writing before they write- this may be in the form of a story mountain or planning boxes` or "boxing up" grid or alternative planning method



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Autumn 2		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>Macbeth (Orchard Classics) (PoR) Intersperse with readings from the original play/BBC clips</p> <p>Outcomes: To write narratives</p> <ol style="list-style-type: none"> 1. Character and scene descriptions 2. Internal monologue as key characters. 3. Narrate the final battle at Dunsinane Castle from Macbeth's point of view 4. Rete; story from Macduff's perspective after learning about the murder of his family. 5. Create a fictional scene: Macbeth's Dreams – where he has a terrifying dream or vision before killing Duncan <p>To write and perform poetry Read The Witches Spell from Macbeth and rewrite new verses continuing rhyming pattern.</p> <p>Write own poem describing the witches using all features of poetry discussed.</p>	<p>Narrative</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Awareness of audience • Include opening, build up, climax, resolution and ending • Consistent correct person (first or third) and tense • Powerful verbs • Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis • Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat • Sentences including subordinating and co-ordinating conjunctions • Fronted adverbials and adverbs • Include expanded noun phrases for description • Figurative language: similes, metaphors and personification • Inverted commas used correctly for dialogue • Devices to build cohesion • Evaluate, edit and proof-read work <p>Poetry</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Correct rhythm pattern • Appropriate rhymes • Figurative language: similes, metaphors and personification • Imagery • Alliteration • Considered sounds of words • Evaluate, edit and proof-read work • Perform writing, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Spelling</p> <ul style="list-style-type: none"> • Words ending in -ent, -ence, -ency • Homophones and near homophones • Words ending in -ery, -ory, -ary • Word check list (Year 5/6 list) <p>Punctuation:</p> <ul style="list-style-type: none"> • Brackets, dashes and commas for parenthesis • Commas after subordinate clauses <p>Grammar</p> <ul style="list-style-type: none"> • Subject, object, verb • Active and passive • Subordinating and co-ordinating conjunctions • Subordinate and main clauses

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Spring 1		
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Texts:	Genre/Skills:	
<p>Theseus and the Minotaur from The Orchard Book of Greek Myths- Geraldine McCaughrean</p> <p>Pandora's Box* Daedalus and Icarus* *Use these texts (you may choose to use others too) during reading lessons so children are exposed to more Greek myths</p> <hr/> <p>Outcomes:</p> <p>Persuasive letters 1) Theseus writes to King Aegeus to let him go to Crete and fight the Minotaur. 2) A citizen of Athens writes to King Minos to argue about sending young people as sacrifices to the Minotaur. 3) Ariadne writes to Theseus to persuade him not to leave her behind 4) The Minotaur writes to King Minos or Theseus convincing him that he shouldn't be killed.</p> <p>Narrative Retell different aspects of the story. Write a sequel to the story – what happens to Ariadne.</p>	<p>Persuasive Writing:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Reasons to support the viewpoint • Facts and evidence to support reasons • Conjunctions to link ideas (e.g. however, therefore, furthermore) • Persuasive devices • Powerful adjectives • Rhetorical questions • Emotive language • Varied length of sentences e.g. complex sentences and short sentences for impact • Range of devices to build cohesion • Conclusion to summarise and state opinion • Evaluate, edit and proof-read work <p>Narrative</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Awareness of audience • Include opening, build up, climax, resolution and ending • Consistent correct person (first or third) and tense • Powerful verbs • Mixture of complex and short sentences. • Range of devices to build cohesion • Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat • Sentences including subordinating and co-ordinating conjunctions • Fronted adverbials and adverbs • Include expanded noun phrases for description • Figurative language: similes, metaphors and personification • Inverted commas used correctly for dialogue • Evaluate, edit and proof-read work 	<p>Spelling</p> <ul style="list-style-type: none"> • Ei and ie words • Commonly misspelt homophones • Review of spelling words taught so far • Word check list (Year 5/6 list) <p>Punctuation:</p> <ul style="list-style-type: none"> • Hyphens/ hyphenated words • Inverted commas • Semi- colons <p>Grammar</p> <ul style="list-style-type: none"> • Subjunctive mood • Past progressive and present progressive • Past perfect and present perfect

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Spring 2		
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Texts:	Genre/Skills:	
<p>Clockwork- Phillip Pullman (PoR)</p> <hr/> <p>Outcomes:</p> <p>To write diary entries</p> <ol style="list-style-type: none"> 1) Karl's diary the night before the competition 2) Fritz's diary the night before or just before entering the tavern 3) Karl's diary the night before the unveiling of the clock 4) Gretl's diary after listening to the story and hearing and seeing all the characters in the tavern 5) Fritz's diary after reading a story in the tavern and realizing some of it is coming true <p>To write non-chronological reports</p> <ol style="list-style-type: none"> 1) Clockwork figures 2) The town of Glockenheim 3) Fact file on Dr Kalmenius 	<p>Diary:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • May include the date or time • First person- use personal pronouns 'I', 'my', 'we' and 'our' • Opening paragraph to introduce diary • Discuss where events occurred • Write about the most important events in order • Describe own feelings or what you were thinking when each event happened • Adverbials of time • Written mainly in past tense • Informal language and phrases • Group related information in paragraphs • Variety of main clauses and subordinate clauses • Range of devices to build cohesion • Evaluate, edit and proof-read work <p>Non-Chronological report:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Awareness of audience • Paragraphs written in logical order • Organisational devices: Title, subheading, bullet points • Present tense (unless historical) • Topic sentences • Details about specific features • Technical language • Conjunctions • Formal tone • Range of devices to build cohesion • Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> • Etymology and word families • Adding suffixes beginning with vowel letters to words ending in fer (e.g. referring, reference) • Synonyms and antonyms • Word check list (Year 5/6 list) <p>Punctuation:</p> <ul style="list-style-type: none"> • Commas consolidation • Colons • Semi- colons <p>Grammar</p> <ul style="list-style-type: none"> • Double negatives/ I me/Standard English • Words that can belong to more than one word class. • Active and passive

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Summer 1		
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Texts:	Genre/Skills	
<p>The Midnight Fox- Betsy Byars (PoR)</p> <hr/> <p>Outcomes:</p> <p>Descriptive writing</p> <ol style="list-style-type: none"> 1) Describing the black fox 2) Describing the woods at night 3) Describing Tom's secret/special hiding spot 4) Describing the farm landscape 5) Describing the storm scene <p>Third person dual narratives – alternating between the 2 characters view point</p> <ol style="list-style-type: none"> 1) Tom sees fox for first time – alternate paragraphs to show how both characters are aware of each other but neither understand each other 2) The fox returns to the den with the cub 3) The day of the fox hunt 4) A storm in the woods 	<p>Descriptive writing:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Describe what can be seen/heard/smelt/felt • Show not tell • Figurative language: similes, metaphors and personification • Describe setting, atmosphere and mood • Variety of different clauses • Subordinating and co-ordinating conjunctions • Range of devices to build cohesion • Evaluate, edit and proof-read work <p>Narrative</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Describe setting, atmosphere, mood and character • Awareness of audience • Include opening, build up, climax, resolution and ending • Consistent correct person (first or third) and tense • Powerful verbs • Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis • Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat • Sentences including subordinating and co-ordinating conjunctions • Fronted adverbials and adverbs • Include expanded noun phrases for description • Figurative language: similes, metaphors and personification • Inverted commas used correctly for dialogue • Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> • Words ending in able, ible, ably and ibly • Prefixes: Trans-, bi-, tri- and semi- • Prefixes: aero-, micro-, tele-, photo- • Generating words from prefixes • Word check list (Year 5/6 list) <p>Punctuation:</p> <ul style="list-style-type: none"> • Inverted commas • Punctuation revision <p>Grammar</p> <ul style="list-style-type: none"> • Commands, sentences, exclamations, questions • Subject, object, verb • KS2 Grammar revision

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Summer 2		
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Texts	Genre/Skills	
<p>The London Eye Mystery- Siobhan Dowd (PoR)</p> <hr/> <p>Outcomes:</p> <p>Persuasive writing 1) Ted writes to police to persuade them to take his theory seriously 2) Kat writes to her parents to persuade them to let her and Ted continue investigating 3) Tourist brochure for the London Eye</p> <p>Setting descriptions/ Suspense narratives 1) Tom's first night watching the fox as he hides in the woods 2) The fox senses danger as she picks up a sense of threat 3) Describe the moment the calm farm begins to change as the storm appears</p>	<p>Persuasive Writing:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Reasons to support the viewpoint • Facts and evidence to support reasons • Conjunctions to link ideas (e.g. however, therefore, furthermore) • Persuasive devices • Powerful adjectives • Rhetorical questions • Emotive language • Conclusion to summarise and state opinion • Evaluate, edit and proof-read work <p>Narrative</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Awareness of audience • Include opening, build up, climax, resolution and ending • Consistent correct person (first or third) and tense • Powerful verbs • Mixture of long and short sentences. • Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat • Sentences including subordinating and co-ordinating conjunctions • Fronted adverbials and adverbs • Include expanded noun phrases for description • Figurative language: similes, metaphors and personification • Inverted commas used correctly for dialogue • Evaluate, edit and proof-read work 	<p>Spelling/ Grammar/ Punctuation</p> <p>Fill in any gaps and review all previous SPAG learning</p>

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