



Roehampton Church Forest School Year 6 English Curriculum Overview

CYCLE B Year 6		
Autumn 1		
English units of work		SPAG
Texts:	Genre/Skills:	
Goodnight Mr Tom- Michelle Magorian (PoR) Outcomes: To write newspaper reports 1. Newspaper report about the declaration of War 2. Newspaper report about the Blitz of London 3. Newspaper report about the Balham tube bombings during the blitz.	Newspaper Reports: • 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	Spelling: • Words containing the letter-string ough • Words with 'silent' letters • Words ending in -ant, -ance, -ancy, • Word check list (Year 5/6 list) Punctuation: • Apostrophes for possession and contraction (consolidation) • Colons • Semi-colons Grammar: • Types of nouns • Adverbs • Fronted adverbials • Active and passive

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



Roehampton Church Forest School Year 6 English Curriculum Overview

Autumn 2		
English units of work		SPAG
Texts:	Genre/Skills:	
The Highwayman - Alfred Noyes Outcomes: To write narratives 1. Character and scene descriptions 2. Internal monologue as Bess as she waits for Highwayman to return 3. Writing poem as a narrative from the point of view of one of the characters To write and perform poetry Write a few more verses using the same rhyming pattern AABCCB and rhythm six strong beats (stresses) per line to the Highwayman with Bess and the Highway man as ghosts and wishing things had a different turn of events	Narrative • 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 • Range of devices to build cohesion • 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 Poetry • Plan, discuss and record ideas • Correct rhythm pattern (6 strong beats) • Appropriate rhymes (AABCCB) • 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	Spelling • Words ending in -ent, -ence, -ency • Homophones and near homophones • Words ending in -ery, -ory, -ary • Word check list (Year 5/6 list) Punctuation: • Brackets, dashes and commas for parenthesis • Commas after subordinate clauses Grammar • Subject, object, verb • Active and passive • Subordinating and co-ordinating conjunctions • Subordinate and main clauses

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Spring 1		
English units of work		SPAG
Texts:	Genre/Skills:	
The Garbage King – Elizabeth Laird Outcomes: To write persuasive letters 1) A letter from Tsegge (Mamo's sister) to "Uncle" Merga before he takes Mamo away to convince him not to take him to the countryside, demanding that the siblings stay together in Addis Ababa 2) A letter from Dani's mother to her husband, Dani's father, to persuade him to cancel his cruel plan to send Dani away to a strict boarding school, advocating for understanding instead.	Persuasive Writing: • 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	Spelling • Ei and ie words • Commonly misspelt homophones • Review of spelling words taught so far • Word check list (Year 5/6 list) Punctuation: • Hyphens/ hyphenated words • Inverted commas • Semi- colons Grammar • Subjunctive mood • Past progressive and present progressive • Past perfect and present perfect

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Spring 2		
English units of work		SPAG
Texts:	Genre/Skills:	
Wonder- RJ Palacio (PoR) Outcomes: To write diary entries 1) Diary entry of Auggie's the night before he started his new school 2) Diary entry of Auggie the day after his first day at school 3) Diary entry of Via's perspective of her brother 4) Jack's diary entry about his friendship with Auggie and the pressure he feels from other kids like Julian 5) Summer's diary entry about choosing to sit with Auggie 6) Julian's diary entry about why he chooses to be mean to Auggie To write non-chronological reports 1) The effects of Treacher Collins Syndrome 2) Bullying and the effects of it	Diary: - 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 Non-Chronological report: - 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	Spelling: - 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) Punctuation: - Commas consolidation - Colons - Semi- colons Grammar - 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		
English units of work		SPAG
Texts:	Genre/Skills	
Visual Literacy: Alma (The Literacy Shed) Outcomes: To write setting and character descriptions 1) Describe Alma's first view of the toy shop 2) Describe the dolls inside the shop 3) Describe the village on a foggy evening 4) Describe Alma's emotions as she enters the shop 5) Describe the moment Alma reaches for the doll To write third person dual narratives (alternating between the 2 characters view point) 1) Alma and the toy shopkeeper (Alma curious and innocent, shop keeper secretive and sinister) 2) Alma and the doll	Descriptive writing: • 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 Narrative • 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	Spelling: • 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) Punctuation: • Inverted commas • Punctuation revision Grammar • Commands, sentences, exclamations, questions • Subject, object, verb • KS2 Grammar revision

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Roehampton Church Forest School Year 6 English Curriculum Overview

Summer 2		
English units of work		SPAG
Texts	Genre/Skills	
Skellig- David Almond (PoR)	Persuasive Writing - 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 - Include expanded noun phrases for description - Figurative language: similes, metaphors and personification - Inverted commas used correctly for dialogue - Evaluate, edit and proof-read work	Spelling/ Grammar/ Punctuation Fill in any gaps and review all previous SPAG learning
Outcomes: To write a persuasive argument 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. 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. 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.		

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