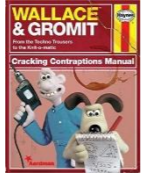
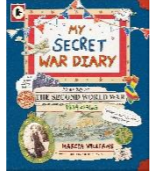
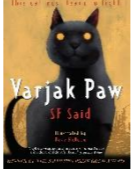
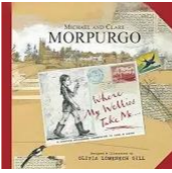
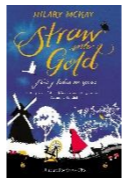
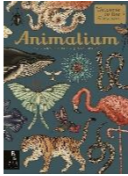
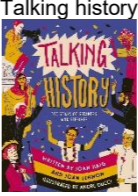
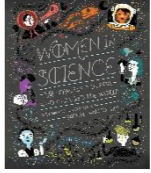

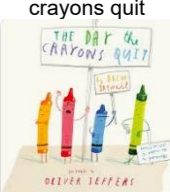



Year 6 English Curriculum

Requirement	Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Genre	Explanation texts	Diary entry	Narrative	Explanation	Narrative	Non chronological report		Explanation	Information texts		Letters	Fairy tales
	Source text/stimulus	Wallace and Gromit Cracking Contraptions 	My Secret War Diary 	Varjak paw 	Where my wellies take me 	Straw into gold 	Animalium 		Talking history 	Women in Science 	The Flood 	The day the crayons quit 	The Piano 
	Outcome	Invent a contraption to support war-time survival	Children describe being evacuated	To write an extra adventure for Varjak Paw	To write about a local walk in detail	To write a retelling of a well-known fairy tale but alter this in some way, e.g. write from a different character's perspective; focus on events outside the usual plot but that would contribute to it; splice and merge characters and/or plot with another fairy tale. (Some pupils might create a straight retelling but with greater emphasis on creating character, setting and atmosphere than is usual for this genre.)	To write a class book about animals on Pandora		To write and deliver a speech about an issue of great importance, including some contextual information for the issue.	To write a biography about an inspiring person as part of a class book about inspiring people.	To write a narrative of The Flood using tension	To write own letters about a group of objects that are fed up to create a story	To write a description of a character's memories
	OW links									Geography water cycle/flooding			
	Purpose	To enthuse children about English at the beginning of Year 6. To create an explanation text, to develop description, whilst using technical vocabulary.	Learning language from a different era, colloquialisms. Understand others experiences and thoughts of war.	To use action, description and dialogue to create the effect of tension and dream time.	To convey the atmosphere and emotion of the walk	To experience alternative versions of traditional fairytales. Understand differing viewpoints and perspectives.	To collaboratively create a class book that describes animals with an array of complex sentences and punctuation.		To educate children about important historical figures and events.	To experience different achievements of women in science, to enthuse learners and highlight positive role models.	To create a narrative based on a picture book using tension	To have fun and enjoy English at the end of the school year. Applying everything they have previously learnt.	To have fun and enjoy English at the end of the school year. Applying everything they have previously learnt.
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (including examples of formal writing)		Write in the present tense Write formally Use the passive voice appropriately	Write in the style if a diary entry with a conversational register		engage the reader through  o layout and presentation  o illustration		identify and explore the effect of writing in the present passive		recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing	Layout devices (eg headings, sub headings, columns, bullets or tables to structure text)	Creating a narrative looking at the picture book images and creating a narrative using emotions and dialogue		Lead a reader clearly and chronologically through a plot by linking paragraphs/sections cohesively.

					o sentence construction								
In narratives, describe settings, characters and atmosphere			Describe settings and character		convey the atmosphere and emotion of the walk through  o vocabulary choice  o range of punctuation used  o length of sentences	Present ideas and select vocabulary carefully to describe a character, e.g. by 'showing not telling'.					Describe setting and build up of emotions and tension	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence	Show not tell Descriptive devices Synonyms for emotions
Integrate dialogue in narratives to convey character and advance the action						✓				✓	yes		✓
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.		Adverbial phrases and clauses.	Use adverbials within and across paragraphs	Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections)		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ) and ellipsis			linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections		Cohesion across narrative using time adverbials		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ) and ellipsis
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).		Passive voice	Use informal language features in keeping with a conversational register	Use expanded noun phrases to convey complex information	Using relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> or with an implied (i.e. omitted) relative pronoun		Use expanded noun phrases to convey complicated information concisely		using modal verbs (e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ) or adverbs (e.g. <i>perhaps</i> , <i>surely</i> ) to indicate degrees of possibility	Recognise vocabulary and structures that are appropriate for formal speech and writing	Use informal language in dialogue. Passive verbs to describe the storm affecting the house.	Attempt humour through personification	Informal language in dialogue
Use verb tenses consistently and correctly throughout their writing		Present tense forms	Past tense forms				Use passive form of verbs to affect the presentation of information in a sentence			Using passive verbs to affect the presentation of information in a sentence	Use passive verbs. Present participle.		
Use the range of punctuation taught at KS2 mostly correctly		Semi-colons, parenthesis	Parenthesis, commas for clarity	Use semi-colons between independent clauses		Using commas to clarify meaning or avoid ambiguity in writing	Use brackets, dashes or commas to indicate parenthesis		using commas to clarify meaning or avoid ambiguity in writing	Using brackets, dashes or commas to indicate parenthesis	Using commas to clarify meaning or avoid ambiguity in writing	Use a range of punctuation to clarify meaning	Using semi-colons, colons or dashes to mark boundaries between independent clauses
Spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		throughout											
Maintain legibility in joined handwriting when writing at speed		throughout											

Spellings		Term 1 able/ably, ibly,ible,	Term 2 Fer, homophones ce/se, cious,tious	Term 3 ough,tial, cial, ant,ancy	Term 4 Homphones, prefixes, suffixes	Term 5 Revision Y5/6 spellings	Term 6 Revision Y5/6 spellings	
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**Greater depth**

<b>Autumn 1 : Wallace and Gromit Cracking Contraptions</b>	
1. What aspects of the text do I want to draw GD children's attention to? (Read like a writer.)	I want children to think carefully about the formality of this piece of writing. In particular, I want them to understand how conjunctions have been used to create compound/complex sentences and how the passive voice has been used selectively.
2. How can I develop GD writing linked to this text? (Write like a reader.) These should be linked to your year-group objectives.	Combine conjunctions within a single sentence to convey detailed information concisely and with control.  Select when to use the passive and active voice in order to maintain fluency.
3. What additional success criteria should I include for GD writers?	<ul style="list-style-type: none"> <li>● Sustain a formal register throughout your writing</li> <li>● Convey complicated information concisely by combining conjunctions</li> <li>● Use the passive and active voices to achieve a formal, impersonal register</li> </ul>

<b>Autumn 2: Journalistic writing</b>	
1. What aspects of the text do I want to draw GD children's attention to? (Read like a writer.)	I want children to understand how newspaper reports have different levels of formality, with quotes often being more informal than other elements of the text. I also want them to appreciate how different forms of parenthesis can be used in a newspaper report and the way in which these change the emphasis and level of formality. They should see how dialogue (quotes) can be structured in different ways (four forms of speech punctuation).
2. How can I develop GD writing linked to this text? (Write like a reader.) These should be linked to your year-group objectives.	Develop children's ability to control the level of formality at which they write in a controlled and effective manner; to use different models of speech punctuation; and to use parenthesis in a controlled and effective way.
3. What additional success criteria should I include for GD writers?	<ul style="list-style-type: none"> <li>● Achieve different levels of formality between the body of your newspaper report and the quotes.</li> <li>● Use a wide range of speech punctuation structures.</li> </ul>

<b>Spring 1: The Ice Bear</b>	
1. What aspects of the text do I want to draw GD children's attention to? (Read like a writer.)	I want GD children to understand how the author uses short sentences, sentence fragments and short paragraphs to add emphasis and effect. I also want children to appreciate that the position of adjectives can be varied so that they come before or after noun and recognise the impact this variation has on the atmosphere created.
2. How can I develop GD writing linked to this text? (Write like a reader.) These should be linked to your year-group objectives.	Develop children's ability to vary their sentence structure for effect. Consciously vary the position of adjectives to achieve different effects.
3. What additional success criteria should I include for GD writers?	<ul style="list-style-type: none"> <li>● Vary the position of adjectives for effect.</li> <li>● Use short sentences and paragraphs to achieve emphasis and impact.</li> </ul>

**Spring 2:**

1. What aspects of the text do I want to draw GD children's attention to? (Read like a writer.)

2. How can I develop GD writing linked to this text? (Write like a reader.) These should be linked to your year-group objectives.

3. What additional success criteria should I include for GD writers?

**Summer 1 :**

1. What aspects of the text do I want to draw GD children's attention to? (Read like a writer.)

2. How can I develop GD writing linked to this text? (Write like a reader.) These should be linked to your year-group objectives.

3. What additional success criteria should I include for GD writers?

**Summer 2:**

1. What aspects of the text do I want to draw GD children's attention to? (Read like a writer.)

2. How can I develop GD writing linked to this text? (Write like a reader.) These should be linked to your year-group objectives.

3. What additional success criteria should I include for GD writers?