Year 6
English Overview

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	A Voyage to the New World	A Voyage to the New World	WW2	WW2	The Road to Tokyo	The Road to Tokyo
Main text studied	The Land of Never believe	Holes	Rose Blanche	The Boy in the Striped Pyjamas	TBC Whole school topic	TBC Whole school topic
Reading skills	To understand key words in context.	To understand key words in context and ask questions to develop understanding.	To understand and identify key words in context and ask questions to develop understanding.	To understand and identify key words in context and ask questions to develop understanding.	To understand and identify key words in context and ask questions to develop understanding.	To understand and identify key words in context and ask questions to develop understanding.
	To retrieve language and information from a text and images.	To retrieve language and information from a text.	To accurately retrieve language and information from a text using learnt strategies.	To accurately retrieve language and information from a text using learnt strategies and with growing stamina.	To accurately retrieve language and information from a text using learnt strategies and with stamina.	To accurately retrieve language and information from a text using learnt strategies and with stamina.
	To draw inferences about a setting and justify using evidence.	To draw inferences about characters and begin to examine how they change and develop. To support this by using evidence from the text.	To draw inferences about characters thoughts feelings and motives and begin to examine how they change and develop. To support this by using evidence from the images.	To draw inferences about characters thoughts, feelings and motives and begin to examine how they change and develop in a range of contexts. To support this by using evidence from the text.	To draw inferences about characters thoughts, feelings and motives and begin to analyse and compare how they change and develop in a range of contexts. To support this by using evidence from the text.	To draw inferences about characters thoughts, feelings and motives and begin to analyse and compare how they change and develop in a range of contexts. To support this by using evidence from the text.

	To predict what might happen from details stated and implied.	To predict what might happen from details stated and implied using evidence to support reasoning.	To predict what might happen next and reflect on what has happened previously from details stated and implied using evidence to support reasoning.	To predict what might happen next and reflect on what has happened previously from details stated and implied using evidence to support reasoning.	To make reasoned and informed predictions reflecting on what has happened previously from details stated and implied using evidence to support reasoning.	To make reasoned and informed predictions reflecting on what has happened previously from details stated and implied using evidence to support reasoning.
	To understand how to summarise the main ideas from a text.	To develop further understanding of how to summarise the main ideas from a text.	To apply a growing understanding of how to summarise the main ideas from a text.	To summarise the main ideas from a text.	To concisely summarise the main ideas from a text.	To concisely summarise the main ideas from a text.
	To identify how an author's language, structure contribute to meaning.	To analyse how an author's language, structure contribute to meaning.	To analyse and discuss how an author's language, structure contribute to meaning.	To analyse and discuss how an author's language, structure contribute to meaning focusing on a range of sophisticated vocabulary.	To analyse and discuss how an author's language, structure contribute to meaning focusing on a range of sophisticated vocabulary.	To analyse and discuss how an author's language, structure contribute to meaning focusing on a range of sophisticated vocabulary.
			To link understanding of historic events (WW2) to understand themes of a text (Cross-Curricular)	To link understanding of historic events (WW2) to understand themes of a text (Cross-Curricular)	To link understanding of historic events and geography (Olympics and Japan) to understand themes of a text (Cross-Curricular)	To link understanding of historic events and geography (Olympics and Japan) to understand themes of a text (Cross-Curricular)
Poetry	Acrostic Poems inspired by 'The Lost Words'		WW2 Poems	WW2 Poems		

Fiction objectives	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
	Identify how authors have developed characters and settings and begin to apply this to their own writing.	Identify and consider how authors have developed characters and settings and accurately apply this to their own writing.	Identify and consider how authors have developed characters and settings and accurately apply this to their own writing with intent.	Identify and consider (with increasing independence) how authors have developed characters and settings and accurately apply this to their own writing with intent.	Identify and consider (with increasing independence) how authors have developed characters and settings and accurately apply this to their own writing with intent.	Identify and consider (with increasing independence) how authors have developed characters and settings and accurately apply this to their own writing with intent.
	Describe settings, **characters** and atmosphere using noun phrases and adverbials.	Describe settings, **characters** and atmosphere using dialogue to convey character.	To build tension through settings/atmosphere and characterisation and dialogue.	To build tension through settings/atmosphere and characterisation and dialogue.	To describe and compare settings, **characters** and atmosphere using dialogue to convey character.	To describe and compare settings, **characters** and atmosphere using dialogue to convey character.
	To use adverbials, to build cohesion within and across sentences and paragraphs.	To use adverbials, to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices effectively to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices effectively to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices effectively to build cohesion within and across sentences and paragraphs.
	Select appropriate grammar and vocabulary to use in writing.	Select appropriate grammar and vocabulary, and understand how such	Select appropriate grammar and vocabulary, and to independently consider how such	Select appropriate grammar and vocabulary, and to independently consider how such	Select appropriate grammar and vocabulary, and to	Select appropriate grammar and vocabulary, and to critically consider how such choices can

		choices can change and enhance meaning.	choices can change and enhance meaning.	choices can change and enhance meaning.	critically consider how such choices can change and enhance meaning.	change and enhance meaning.
	To ensure the consistent and correct use of tense throughout a piece of writing.	To ensure the consistent and correct use of tense throughout a piece of writing.	To ensure the consistent and correct use of tense throughout a piece of writing.	To ensure the consistent and correct use of tense throughout a piece of writing.	To ensure the consistent and correct use of tense throughout a piece of writing.	To ensure the consistent and correct use of tense throughout a piece of writing.
	Draft, edit and improve writing using a range of prompts.	Draft, edit and improve writing using a range of prompts	Draft, edit and improve writing with increasing independence.	Draft, edit and improve writing with increasing independence.	To independently draft, edit and improve writing.	To independently draft, edit and improve writing.
	Evaluate effectiveness of writing (self and others).	Evaluate effectiveness of writing (self and others).	Evaluate effectiveness of writing (self and others).	Evaluate effectiveness of writing (self and others).	Evaluate effectiveness of writing (self and others).	Evaluate effectiveness of writing (self and others).
	Writing Outcomes: A recount Character description Acrostic poem	**Writing Outcomes:** Setting description Letter Character description	**Writing Outcomes:** Diary entry Poetry Evacuee Letter Flashback	**Writing Outcomes:** Alternative versions Character description Setting description	**Writing Outcomes:** Tbc	**Writing Outcomes:** Tbc
Non-fiction objectives	Show an awareness of the vocabulary and grammatical structures that reflect the level of formality required. Use organisational and presentational devices to structure text.	Begin to select vocabulary and grammatical structures that reflect the level of formality required. Use organisational and presentational devices to structure text and to guide the reader.	Select vocabulary and grammatical structures that reflect the level of formality required. Use further organisational and presentational devices to structure text and to guide the reader.	Select effective vocabulary and grammatical structures that reflect the level of formality required. Carefully select and apply organisational and presentational devices to structure text and to guide the reader.	Select effective vocabulary and grammatical structures that reflect the level of formality required. Carefully select and apply organisational and presentational devices to structure text and to guide the reader.	Select effective vocabulary and grammatical structures that reflect the level of formality required. Carefully select and apply organisational and presentational devices to structure text and to guide the reader.

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	Use precise grammatical devices and a range of punctuation (see below). **Writing Outcomes:** Character description (encyclopaedia)	Use precise grammatical devices and a range of punctuation (see below). **Writing Outcomes:** Instructions Balanced argument	Use precise grammatical devices and a range of punctuation (see below). **Writing Outcomes:** Discursive text Missing child poster Recount	Use precise grammatical devices and a range of punctuation (see below). **Writing Outcomes:** Holocaust report Anne Frank Bio Explanation Text Newspaper report	Use precise grammatical devices and a range of punctuation (see below). **Writing Outcomes:** Persuasive leaflet Non-chronological report	Use precise grammatical devices and a range of punctuation (see below). **Writing Outcomes:** Newspaper report
Grammar	Recap word classes: nouns (inc collective nouns and noun phrases) and adjectives. Adverbs and adverbials. Object/Verb/Subject Pronouns: relative clauses.	Recap grammar from previous term and identify existing gaps. Sentences: single and multi-clause Adverbial phrases Dialogue Subjunctive mood Verbs: modal in balanced argument writing Imperative verbs	Recap grammar from previous term and identify existing gaps. Subjunctive mood Parenthesis Formal/informal Active/passive Comma splicing Verb tenses (prog/perfect)	Recap grammar from previous term and identify existing gaps. Dialogue to advance the action. Parenthesis Formal/informal Verb tenses (prog/perfect)	Recap grammar from previous term and identify existing gaps. SATs preparation.	Recap grammar from previous term and identify existing gaps. Secondary Transition.
Punctuation	'Non Negotiables' need to be established and time taken to avoid small errors in writing e.g. full stops, capital letters, explanation	'Non Negotiables' need to be established and time taken to avoid small errors in writing e.g. full stops, capital letters, explanation marks and question marks.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.

	marks and question marks. Recap use of commas in a list. Use brackets, dashes or commas to indicate parenthesis.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis mostly correctly. Speech punctuation and rules e.g. new line new speaker, capital letters and punctuation inside speech marks.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis mostly correctly. Speech punctuation and rules e.g. new line new speaker, capital letters and punctuation inside speech marks. Use semi-colons, colons or dashes to mark boundaries between clauses. Use a colon to introduce a list punctuating bullet points consistently.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis mostly correctly. Speech punctuation and rules e.g. new line new speaker, capital letters and punctuation inside speech marks. Use semi-colons, colons or dashes to mark boundaries between clauses. Using a colon to introduce a list punctuating bullet points consistently.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis correctly. Speech punctuation and rules e.g. new line new speaker, capital letters and punctuation inside speech marks. Use semi-colons, colons or dashes to mark boundaries between clauses. Using a colon to introduce a list punctuating bullet points consistently.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis correctly. Speech punctuation and rules e.g. new line new speaker, capital letters and punctuation inside speech marks. Use semi-colons, colons or dashes to mark boundaries between clauses. Using a colon to introduce a list punctuating bullet points consistently.
Spelling	Spell accurately all words from the Y3-4 statutory word list. Revise words ending '-able'/ '-ably', and '-ible'/'-ibly'. Homophones (*desert/dessert, stationary/ stationery, aloud/allowed,*	Spell words from the Y5-6 list. Revise spellings taught last half term. Homophones ('ce'/'se'). Revise endings that sound like /ʃəs/ spelt '-cious' or '-tious' Adding suffixes beginning with vowels to words ending in '-	Spell words from the Y5-6 list. Revise spellings taught last half term. Revise words with the 'ough' letter string. Revise words ending in 'cial' and 'tial'.	Spell words from the Y5-6 list. Revise spellings taught last half term. Homophones (*dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit*). Generating words from prefixes and roots.	Spell words from the Y5-6 list. Revise spellings taught last half term. Strategies for learning words: rare GPCs from statutory word list. Revise words ending in 'ant', '-ance and '-ancy'. Root words and meaning.	Spell words from the Y5-6 list. Revise spellings taught last half term. Words ending '-ent', '-ence' and '-ency'. Homophones (*draught/ draft, dissent/descent, precede/proceed, wary/ weary*).

	affect/effect, herd/heard, past/passed) .	fer'.				