

Collingwood Primary School English Curriculum Overview: Year 6

Year 6	Autumn Term: Does the punishment always match the crime?				
Context: entitlement & enrichment	<p>In Year 5, children will have been introduced to... suspense stories using Harris Burdick, and reports about Greek mythology, which will be built upon and developed further. As part of this topic we will role play being detectives and explore our own crime scenes. This will be supported by learning in Topic lessons exploring crime and punishment through the ages.</p>			<p>In Year 5, children will have been introduced to... narratives involving overcoming a challenge in The Tale of the Three Brothers. This will be explored with a negative ending this time, using the Tale of Elya Yelnats. As part of this topic we will read a range of wishing tales to support our understanding of the genre.</p>	
Genre	Suspense story	Recount: report Assessment: crime scene report	Poetry: Power of Imagery	Narrative: Wishing tale Assessment: wishing tale invention	Non Chronological report: Survival Leaflet
Linked texts	How to be a Good Detective The Crime at Oak Street	Sherlock Holmes by Arthur Conan Doyle	A Long Evening with Holmes The Bonfire at Night by Enid Blyton	Holes by Louis Sachar	
Key objectives: writing	<ul style="list-style-type: none"> Consider how authors develop settings Describe settings and atmosphere to advance the action Make conscious decisions about vocabulary (choose names which suggest something about the setting/ character) Use the rule of three for description Use devices to build suspense e.g. empty words, short sentences, ellipsis, rhetorical questions Introduce the main character with descriptive detail, beginning to use 'show don't tell' techniques Select names for settings that reflect the mood of the genre 	<ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words Noting and developing different ideas with adult & peer support Select appropriate grammar and vocabulary with support Precise parts of their writing within an individual paragraph Use opinions as well as facts Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Fronted adverbials used to clarify writers position e.g. <i>As a consequence of...</i> Use prepositional phrases used e.g. <i>In the event of a fire...</i> Understand and use shifts in sentence structure to reflect a change in formality. 	<ul style="list-style-type: none"> Use a thesaurus Know poetry conveys a mood or feeling. Use a range of figurative language: alliteration, rhyme, onomatopoeia, personification, similes and metaphors to create poems based on real experiences. Perform their own compositions Use language imaginatively to create inventive poetry. 	<ul style="list-style-type: none"> Noting and developing different ideas with increasing independence Describe settings, characters and atmosphere and integrate dialogue to advance the action Precise parts of their writing within 1 or more paragraphs Use the rule of three for description Reflect a character's feelings in the setting Show the scene through the character's eyes Select descriptions that move the plot forward Show a character's personality by what they say and do. Use drama to explore a character's thoughts, feelings and motivations 	<ul style="list-style-type: none"> Use devices to structure the text: sub-headings and bullet points Use opinions as well as facts Vary sentence structure, length and type Verb forms are controlled and precise Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Fronted adverbials used to clarify writer's position e.g. <i>As a consequence of their actions...</i> Use expanded noun phrases to convey complicated information concisely Prepositional phrases used cleverly e.g. <i>In the event of a fire...</i> Use passive sentences to affect the presentation of information e.g. <i>the trees were...</i> May use the subjunctive e.g. <i>If you were...</i>

	<ul style="list-style-type: none">• Use figurative language e.g. <i>onomatopoeia, alliteration, similes, personification, metaphor</i>• Show a character's personality by what they say and do.			<ul style="list-style-type: none">• Use rhetorical questions to reflect a character's inner monologue• Make more considered shifts in action to move the story along more quickly	
	<ul style="list-style-type: none">• Continue to be able to spell 'challenge' (CEW) words with irregular spelling patterns• Continue to distinguish between homophones• Use further prefixes (over) & suffixes e.g. ful, able, ible, dis, de, mis	<ul style="list-style-type: none">• Use further prefixes & suffixes e.g. ant, ance, ancy, ent, ence, ency• Use the short and long vowel sound (i, y)			

Key objectives: grammar	<ul style="list-style-type: none"> Use prepositional phrases in relation to place Use conjunctions to link ideas, sentences, and paragraphs 	<ul style="list-style-type: none"> Use brackets and commas to indicate parenthesis, extending to dashes where appropriate Use colons to introduce lists Use a semi-colon to separate items in a list Link ideas across different paragraphs using the language of time: adverbials & a wider range of conjunctions Revisit expanded noun phrases to convey complicated information Use modal verbs Change tense according to features of the genre. Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. 	<ul style="list-style-type: none"> Deepen understanding of the terms: metaphor and personification How words are related by meaning (synonyms & antonyms) 	<ul style="list-style-type: none"> Use relative clauses Use the language of speech appropriately Use brackets, dashes or commas to indicate parenthesis Link ideas across different paragraphs using wider cohesive devices: adverbials/repeated words & phrases Begin to use split speech and punctuate unfinished/interrupted speech Precise dialogue for effect Use dialogue to demonstrate a character's reactions to one another 	<ul style="list-style-type: none"> Punctuate bullet points correctly Use colons and semi colons to punctuate bullet pointed lists where appropriate Use modal verbs to indicate degrees of possibility Use a wider range of conjunctions Choose appropriate adjectives Use a wide range of conjunctions. Change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials.
Key objectives: handwriting	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose which shape of letter to choose and decide to join or not join specific letters Choose the right writing implement for the task 				
Key objectives: reading	<ul style="list-style-type: none"> Continue to read a wide range of non fiction Explore the meaning of words in context with adult support Identify how language, structure & presentation contribute to meaning 	<ul style="list-style-type: none"> Continue to read a wide range of literature Increase familiarity with work from our literary heritage Explore the meaning of words in context Draw inferences about characters feelings, thoughts & motives Predict what might happen with some support Provide reasoned justification for their views 	<ul style="list-style-type: none"> Read a wide range of poetry Learn a wide range of poetry by heart Prepare poems to read aloud Discuss & evaluate how an author's figurative language impacts on the reader 	<ul style="list-style-type: none"> Continue to read a wide range of literature Increase familiarity with modern fiction Ask questions to improve their understanding Draw inferences about character's feelings, thoughts & motives, beginning to justify with evidence Summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Identify the themes and conventions in leaflet writing Identify how language, structure and presentation contributes to meaning Distinguish between statements of fact and opinion Participate in class discussions about texts Make comparisons within and across different books Recommend books they have read to their peers
Key objectives: S & L	<ul style="list-style-type: none"> Participate in role plays with support 	<ul style="list-style-type: none"> Participate in role plays & performances with support 	<ul style="list-style-type: none"> Participate in performances 	<ul style="list-style-type: none"> Participate in role plays & performances Participate in discussions 	<ul style="list-style-type: none"> Use strategies to build up vocabulary Give structured descriptions & explanations

Year 6	Spring 1: Titanic: was she doomed from the start?		Spring 2: Oceans: harmonious haven or hazardous hell?	
Context: entitlement & enrichment	<p>In Year 5, children will have been introduced to... newspaper reports in The Man on the Moon, which will be built upon by developing increasing control between formal and informal language.</p> <p>As part of this topic we will develop a deeper understanding of the event itself and historical time period. This will be supported by learning in Topic lessons exploring reasons for emigration and understanding the class system.</p>		<p>In Year 5, children will have been introduced to... persuasive writing techniques within a leaflet. We will revisit and extend upon the same techniques within a different context. We will build vocabulary and develop skills in exploring and varying sentence structure, length or type and extend to the use of active and passive voices. This will be supported by learning in Topic which will build background knowledge about our oceans and natural disasters.</p>	
Genre	<p>Newspaper report Assessment: Titanic news report</p>	<p>Flashback story</p>	<p>Persuasive letter Assessment: letter from a shark</p>	<p>Explanation text</p>
Linked texts	<p>My Story: the Titanic by Ellen Emerson White & I was there: the Titanic by Margi McAllister</p>		<p>Swimming with sharks by Heather Lang</p>	<p>Tsunamis and Slammed by Tsunamis</p>
Key objectives: writing	<ul style="list-style-type: none"> Use tense consistently and correctly and explore the effects of switching between tense. Precise longer passages and propose changes Headlines include puns. Use and switch confidently between direct and reported speech Vary sentence structure, length and type (varied sentence openers, complex sentences, conditional & hypothetical sentences) Modifiers are used to intensify or qualify e.g. <i>insignificant amount</i> Fronted adverbials used to clarify writer's position e.g. <i>Consequently</i> Use expanded noun phrases to convey complicated information Prepositional phrases used effectively Use passive sentences to affect the presentation of information e.g. <i>the trees were...</i> May use the subjunctive e.g. <i>If you were...</i> Understand and use shifts in sentence structure to reflect a change in formality. 	<ul style="list-style-type: none"> Title's are well chosen and reflect the main themes Stories will include a 5 part structure. Consider how authors have developed character and settings Integrate dialogue to advance action Use a wider range of devices to build cohesion (conjunctions /adverbials) Use tense consistently and correctly Use the rule of three for description Reflect a character's feelings in the setting Show the scene through the character's eyes Select descriptions that move the plot forward Apply a conscious control over dialogue, description and action, balancing the need for each 	<ul style="list-style-type: none"> A clearly structured text which uses a wider range of devices to build cohesion (conjunctions and prepositional phrases) Precise longer passages Ideas supported with evidence and justification: <i>According to...</i> Use similes and metaphors Vary sentence structure, length and type: short sentences for effect, complex sentences, lists of three, conditional & hypothetical. Use persuasive techniques such as: generalisations, exaggerations, flattery, emotive language, pandering, sarcasm & rhetorical questions. Write in role in the first person. All letter layout features are used when letter writing. Both sides of the argument may be offered: <i>Some people might state...</i> Opinions are made as though factual: <i>The truth is..., It has been claimed...</i> Modifiers are used to intensify or qualify e.g. <i>insignificant amount</i>, Use the passive voice to sound more formal: <i>It could be said that...</i> Use the subjunctive form: <i>if we were...</i> 	<ul style="list-style-type: none"> Use a wider range of devices to build cohesion (conjunctions and prepositional phrases) Use further organisational and presentational devices for structure: headings, diagrams, captions Use similes to explain and give examples Use opinions as well as facts Refer to sources of evidence to add authority Vary sentence structure, length and type (complex sentences, active & passive, conditional & hypothetical, lists of three). Texts will follow a three-part structure in detailed paragraphs. A title which sets up expectations for the reader using How or Why An opening that introduces the topic and signals the purpose A detailed introduction The stages of the process are in chronological order. A detailed summary related to the text's overarching question. Written in the present tense. Usually written in 3rd person for objectivity.

		<ul style="list-style-type: none"> Use drama to explore a character's thoughts, feelings and motivations 		
	<ul style="list-style-type: none"> Spell some words with 'silent' letters Spell words with alternative sounds 	<ul style="list-style-type: none"> Convert adjectives in verbs using suffixes; <i>ate, ise, ify</i>. Spell words with unstressed vowel sounds 		
Key objectives: grammar	<ul style="list-style-type: none"> Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. Use colons to introduce quotes, and semi colons and colons to mark boundaries between independent clauses Create and use banks of specific & technical vocabulary to make meaning precise and accurate. Use modal verbs. 	<ul style="list-style-type: none"> Use expanded noun phrases Use modal verbs to indicate degrees of possibility Use prepositional phrases in relation to place and time 	<ul style="list-style-type: none"> Use passive verbs to effect the presentation of information Use adverbs to express intensity, time, manner and place Use conjunctions to organise and make links between arguments. Use expanded noun phrases to add detail/convey information precisely. Use modal verbs. Choose appropriate adjectives Change tense when appropriate 	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships: time and cause Use commas to clarify meaning & avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use relative clauses Use a wide range of conjunctions for structure, cause and effect, emphasis to conclude, and to generalise. Use and explain technical vocabulary

	<ul style="list-style-type: none"> Choose appropriate adjectives Use a wide range of conjunctions. Change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials. Hyphens to avoid ambiguity 		<ul style="list-style-type: none"> Use shifts in vocabulary to reflect a change in formality Use a wide range of punctuation throughout the writing. Semi-colons, colons and dashes to mark the boundary between independent clauses Hyphens to avoid ambiguity 	<ul style="list-style-type: none"> Semi-colons, colons and dashes to mark the boundary between independent clauses Use colons to introduce lists and semi-colons within lists Bullet points to list information
Key objectives: handwriting	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose which shape of letter to choose and decide to join or not join specific letters 			
Key objectives: reading	<ul style="list-style-type: none"> Develop ideas through wider reading and research Checking the text makes sense to them and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Read texts that are structured in different ways Draw inferences about character's feelings, thoughts & motives, beginning to justify with evidence Summarising the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Read books that are structured in different ways Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Read books that are structured in different ways Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph Identify how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
Key objectives: S & L	<ul style="list-style-type: none"> Articulate and justify opinions Give well structured explanations for events and expressing feelings Ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> Speak audibly and fluently when speaking aloud Use spoken language to develop understanding 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the reader Participate in discussions 	<ul style="list-style-type: none"> Give well-structured explanations for different purposes Ask relevant questions to extend their understanding

Year 6	Summer 1: South America: can one continent's countries be so diverse?	Summer 2: World War 2: was it inevitable?			
Context: entitlement & enrichment	<p>Previously children will have been introduced to... diary writing as part of their volcanoes and Rome topics in LKS2. They will also have written diary entries within their cross curricular work.</p> <p>As part of this topic we will explore the setting of the rainforest and 'taste test' insects to role play a rainforest survivors diet. This will be supported by learning in Topic lessons exploring the diverse countries of South America. As further enrichment we will visit the local high school to explore the music of South America.</p>	<p>Previously children will have been introduced to... biographies on a number of occasions (Y5 David Attenborough for example) so they will have a sound basis of knowledge regarding genre features at this point. They will use this knowledge to produce their own concise biographies of Anne Frank. Following that they will continue their work centred around World War 2 with the production of a discussion text using the stimulus 'Once'. They will use their prior learning about discussion texts from The Man in the Moon unit in year 5 to help facilitate this. As further enrichment they will visit a local high school to explore WW2 and rationing in food technology. As part of this topic we will learn about the historical background to World War 2, the key events and figures and their place in history alongside their afternoon topic work.</p>			
Genre	<p>Diary entry</p> <p>Assessment: journal entries</p>	Poetry	Biography	Discussion	Blackout

					Poetry
Linked texts	The Explorer by Katherine Rundell	When the Colours Spoke by Grace Nichols	National Geographic: Anne Frank	Once by Morris Gleitzman	The Blitz & The Battle of Britain
Key objectives: writing	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words Use a thesaurus to explore the meaning of words in context Note and develop initial ideas drawing on reading Consider how authors have developed characters and setting, and describe them effectively in their own writing Use a range of devices to build cohesion within and across paragraphs Propose changes to vocabulary and grammar Proof read for spelling and punctuation errors Use the rule of three for description Reflect a character's feelings in the setting Show the scene through the character's eyes Select descriptions that move the plot forward 	<ul style="list-style-type: none"> Know poetry conveys a mood or feeling. Use a range of figurative language: alliteration, rhyme, onomatopoeia, personification, similes and metaphors to create poems confidently. Select pattern or form to match meaning and own voice. Assess the effectiveness of their own and others writing Perform their own compositions 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary to enhance meaning Use a wider range of devices to build cohesion Use further organisational and presentational devices to structure the text Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Use expanded noun phrases Prepositional phrases used cleverly. 	<ul style="list-style-type: none"> Use a wider range of devices to build cohesion Support views with reason and/or evidence Use reported speech (<i>it has been said...</i>) Use the passive voice to sound more formal (<i>It could be said...</i>) Address the reader: questions, exclamations, speculating Use well constructed arguments that answer the reader's questions. Use emotive language. Paragraphs developed with prioritised information, moving from the general to the specific e.g. <i>all children... one child...</i> 	<ul style="list-style-type: none"> Note and develop initial ideas Select pattern or form to match meaning and own voice. Know poetry conveys a mood or feeling. Assess the effectiveness of their own and others writing Perform their own compositions
	<ul style="list-style-type: none"> Spell words with origins in other countries Revisit the spelling rules taught in upper Key Stage 2 		<ul style="list-style-type: none"> Revisit the spelling rules taught in upper Key Stage 2 		
Key objectives: grammar	<ul style="list-style-type: none"> Use expanded noun phrases to convey information Use modal verbs to indicate possibility Use commas to clarify meaning Use semi colons, colons and dashes to mark boundaries between independent clauses 		<ul style="list-style-type: none"> Use relative clauses Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Use modal verbs to indicate possibility Use commas to clarify meaning Use passive verbs to 	

	<ul style="list-style-type: none"> Use the subjunctive form with increasing confidence 		<ul style="list-style-type: none"> Link ideas across a text using cohesion e.g. adverbials. 	<ul style="list-style-type: none"> affect the presentation of information Semi-colons, colons and dashes to mark the boundary between independent clauses Hyphens to avoid ambiguity 	
Key objectives: handwriting	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose which shape of letter to choose and decide to join or not join specific letters Choose the right writing implement for the task 				
Key objectives: reading	<ul style="list-style-type: none"> Continue to read a range of modern fiction Read books set in different cultures to their own Make comparisons within and across different books Recommend books they have read to their peers Ask questions to improve their understanding Draw inferences about character's feelings, thoughts & motives, beginning to justify with evidence Predict what might happen from what is implied and what is stated Summarise the main ideas from more than one paragraph 		<ul style="list-style-type: none"> Read and discuss a wide range of reference books and textbooks Read books that are structured in different ways Participate in discussions, challenging views courteously 	<ul style="list-style-type: none"> Make comparisons within and across different books Explain and discuss understanding of what is read, through formal presentations and debates 	<ul style="list-style-type: none"> Learn a wide range of poetry by heart Prepare poems to read aloud
Key objectives: S & L	<ul style="list-style-type: none"> Maintain attention and participate collaboratively in conversations Listen and respond appropriately to adults and peers 		<ul style="list-style-type: none"> Participate in discussions and presentations Consider & evaluate different viewpoints 	<ul style="list-style-type: none"> Participate in discussions and debates Select and use the appropriate register for effective communication Articulate and justify arguments 	<ul style="list-style-type: none"> Participate in performances