

**English Curriculum Overview:**  
Northwick Park Primary and Nursery Academy  
**Year 6**

**Text Type Overview**

Autumn (WW2)	Spring (Harry Potter)	Summer (Greeks)
<p><b>Basic Skills</b> (1 week) – vocab focus, grammar  <b>Autobiography/ Biography</b> WW2 Churchill  <b>Diaries</b> WW2  <b>What makes a good story?</b></p> <p><b>Work linked to WWII day</b> (1 week)  <b>Non-chronological reports</b> WW2</p> <p>(Cross curricular work for Independent Writing Portfolios)</p>	<p><b>Poetry – Figurative language</b> WW2 <b>Poetry</b>  <b>Persuasive writing</b> WW2 (letter)  <b>Narrative</b> – film based unit, Harry Potter  <b>Descriptive Writing</b> – Percy Jackson  <b>Journalistic writing</b> WW2 (the day after War is declared)</p> <p>(Cross curricular work for Independent Writing Portfolios)  <b>Balanced Arguments</b></p>	<p><b>Myths, Legends and Traditional Tales</b>  Harry Potter  <b>Letters and instructions</b>  <b>Revision Unit</b>  <b>Year 6 performance/plays/poetry</b></p> <p>(Cross curricular work for Independent Writing Portfolios)</p>

<p><b><u>Tuesday Afternoon Writing Ideas</u></b></p>	<p><b>Science- Water Cycle, Sun Safety,</b>  <b>The Lighthouse Keeper</b>  <b>La Luna (Diary)</b>  <b>Alma (follow up with dialogue – an adult persuades a new child not to enter the alley)</b>  <b>The Island</b>  <b>Description – settings and characters.</b>  <b>Formal HP letter</b>  <b>Care of a magical creature</b>  <b>HP Leaflet</b>  <b>How Harry Got His Scar</b></p>
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## Vocabulary Year 6

New Vocabulary for This Year:			
Text Type/Reading:		GPS:	
Historical fiction Autobiography Biography Historical source War poet Archaic language Dialect Motives Characterisation Cliff-hanger Personal account	Economy of phrase 'show not tell' Suspense Reliable/unreliable narrator	Subject Object Active Passive (voice) Ellipsis Hyphen Bullet points Past/present/future simple/perfect/progressive tense  Colon Semi-colon	Subjunctive Superlative/comparative
Familiar Vocabulary to Revise this Year:			
Text Type/Reading:		GPS:	
Themes Diaries Literary heritage Narrative hook		Main/subordinate clause Embedded clause Topic sentence Synonym/antonym Revise all grammar terms	Determiner Phrase Clause Direct/reported speech

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

**Core Reading Texts: VIPERs and**

	Autumn Term	Spring Term	Summer Term
Green Set:	Goodnight Mr Tom	Carrie's War – Nina Bawden Reading comp activities Or Kensuke's Kingdom	Percy Jackson and the Lightning Thief
Orange Set:	Goodnight Mr Tom	Carrie's War – Nina Bawden Or Kensuke's Kingdom Reading comp activities	Percy Jackson and the Lightning Thief
Red Set:	Goodnight Mr Tom (extracts) Reading Comp activities NESSY	Kensuke's Kingdom Reading comp activities NESSY	Percy Jackson and the Lightning Thief

## Spoken Language Curriculum Content Year 6:

<p><b>Can listen and respond appropriately to adults and their peers.</b></p> <p><i>Listens actively maintaining eye contact.</i></p> <p><i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i></p> <p><i>Uses gesture and body language (e.g. nodding) to show their engagement.</i></p>	<p><b>Can ask relevant questions to extend their understanding and knowledge.</b></p> <p><i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i></p>	<p><b>Can use relevant strategies to build their vocabulary.</b></p> <p><i>Uses dictionaries and thesauruses effectively.</i></p> <p><i>Makes links between words using morphological and etymological knowledge. E.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'.</i></p>	<p><b>Can articulate and justify answers, arguments and opinions.</b></p> <p><i>Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers. This may take the form of several points E.g. 'Some people would argue that... In this book it says... Furthermore, this video shows that... Therefore, I think...'</i></p>	<p><b>Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><i>Can share a complex narrative for example, multiple characters, several events or a non-chronological structure.</i></p> <p><i>Can talk in detail about topics. For example, including many points that are linked cohesively.</i></p>	<p><b>Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><i>Can take different roles in group discussions (e.g. chairperson, scribe, summariser).</i></p> <p><i>Builds on the contributions of others.</i></p>
<p><b>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><i>Uses generalisers: 'some people think...' 'it could be possible to...'</i></p> <p><i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...'</i></p> <p><i>alongside a range of conditional clauses to support abstract thinking.</i></p>	<p><b>Can speak audibly and fluently with an increasing command of Standard English.</b></p> <p><i>Enunciates clearly.</i></p> <p><i>Uses Standard English routinely when addressing an audience. This includes using formal features of Standard English such as the subjunctive form for highly formal interactions.</i></p>	<p><b>Can participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><i>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.</i></p>	<p><b>Can gain, maintain and monitor the interest of the listener(s).</b></p> <p><i>Sometimes uses figurative language techniques (e.g. idioms, hyperbole &amp; humour) to engage their audience.</i></p> <p><i>Changes their tone of voice to maintain interest.</i></p> <p><i>Repeats important information if they feel their listener has not heard or understood.</i></p>	<p><b>Can consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <p><i>Notices who has and hasn't contributed, managing who they draw into discussions.</i></p> <p><i>Uses adverbials such as however, furthermore, on the other hand etc. to link ideas logically and cohesively.</i></p>	<p><b>Can select and use appropriate registers for effective communication.</b></p> <p><i>Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a formal debate). Can draw on their vocabulary knowledge of more formal language when required.</i></p> <p><i>Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.</i></p>

## Reading Objectives Year 6:

Statutory Curriculum Objectives:	Statements:
<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>▪ Pupils should be taught to:</li> <li>▪ maintain positive attitudes to reading and understanding of what they read by:</li> <li>▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> <li>▪ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>▪ making comparisons within and across books</li> <li>▪ learning a wider range of poetry by heart</li> <li>▪ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>▪ understand what they read by:</li> <li>▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> </ul>	<p><b>Band 6 Statements</b></p> <p>I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes &lt;eg&gt; for fun or research &lt;/eg&gt;</p> <p>I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing</p> <p>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books</p> <p>I can read, understand and learn from a wide range of poetry and can learn longer poems by heart</p> <p>I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views</p> <p>I can understand how language, structure and presentation contribute to meaning of a text</p> <p>I can talk about how authors use language, including figurative language and the impact it has on the reader</p> <p>I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation</p> <p>I can fully explain my views with reasons and evidence from the text</p>

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| <ul style="list-style-type: none"><li>▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>▪ identifying how language, structure and presentation contribute to meaning</li><li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>▪ distinguish between statements of fact and opinion</li><li>▪ retrieve, record and present information from non-fiction</li><li>▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li><li>▪ provide reasoned justifications for their views.</li></ul> |  |
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## Writing Objectives Composition Year 6:

Statutory Curriculum Objectives:	Statements:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ plan their writing by:<ul style="list-style-type: none"><li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li><li>▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul></li><li>▪ draft and write by:<ul style="list-style-type: none"><li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>▪ précising longer passages</li><li>▪ using a wide range of devices to build cohesion within and across paragraphs</li><li>▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul></li><li>▪ evaluate and edit by:<ul style="list-style-type: none"><li>▪ assessing the effectiveness of their own and others' writing</li><li>▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>▪ proof-read for spelling and punctuation errors</li><li>▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul></li></ul>	<p>Use end of Key Stage national statements – see current year's</p>

## Vocabulary, Grammar and Punctuation Year 6

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Autumn Term	Spring Term	Summer Term	Statements:
<p><b>Teach:</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech writing (e.g. find out – discover: ask for-request; go in – enter) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He’s your friend, isn’t</p>	<p><b>Teach:</b> How words are related e.g. synonyms/antonyms (e.g. big, large, little). Use of the passive to affect the presentation or information in a sentence (e.g. I broke the window in the greenhouse versus The window was broken (by me). Layout devices e.g. headings, subheadings, columns, bullets or tables to structure the text.</p>	<p><b>Teach:</b> Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (for example man eating shark versus man-eating shark, or re-cover versus recover)  <b>Revise:</b> All Year 6 objectives Recap and re-teach any knowledge gaps.</p>	<p><a href="#">Band 6 Statements</a></p> <p>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing I can understand how words are related by meaning as synonyms and antonyms I can use the passive to affect the presentation of information in a sentence I can understand the difference between structures typical of informal</p>

<p>he?, or the subjunctive forms of such as If I were or Were they to come in some very formal writing and speech)</p> <p><b>Revise:</b> Main and subordinate clauses Clause/phrase Modal verbs I/me use of pronouns etc</p>	<p><b>Revise:</b> Verb tenses/sentence types/word classes Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists.</p>		<p>speech and structures appropriate for formal speech and writing I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text I can use the semi-colon, colon and dash to mark the boundary between independent clauses &lt;eg&gt;It's raining; I'm fed up&lt;/eg&gt; I can use the colon to introduce a list and use semi-colons within lists I can use bullet points to list information I can use hyphens for clarity &lt;eg&gt; man eating shark or man-eating shark&lt;/eg&gt; I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>
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## Spelling :

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Autumn	Spring	Summer
Test 1: Year 5 spelling review Test 2: Year 5 spelling review Test 3: -ant, -ance, -ancy endings Test 4: -ent, -ence/-ency, -ant, -ance/-ancy endings Test 5: hyphens Test 6: suffixes (vowel letters) Test 7: scientific vocabulary Test 8: words from across the curriculum Test 9: 'c' makes the 's' sounds Test 10: suffixes and prefixes	Test 1: spelling review Test 2: 'i' before 'e' rule Test 3: homophones and near-homophones Test 4: homophones and near-homophones Test 5: -ous endings Test 6: prefixes: super-, anti-, sub- Test 7: prefixes: re-, il-, im- Test 8: prefixes: auto-, un-, dis- Test 9: 'u' sound spelt 'ou' Test 10: 'y' makes the 'i' sound	Test 1: 'ei', 'eigh' and 'ey' words Test 2: -tial and -cial words Test 3: -ation, -sion, -ssion and -tion endings Test 4: -ough words Test 5: suffix -ly Test 6: 'que' and 'sc' words Test 7: -tious and -cious endings Test 8: 'ch' and 'que' words Test 9: -sure and -ture endings Test 10: unstressed vowels

**NB the school chosen spelling pattern will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing up to 9 additional weeks for topic based spelling, filling learning gaps or revision.**

### Additional Guidance:

Please see the Jane Considine papers for text type progression.

When planning, please note that the statutory requirements are in black, additional guidance is in blue.

## Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.