



## English Curriculum Overview Year 6 2024 25

| Term     | Key skills in reading, writing and SL   | Book study/topic  | Writing genres covered   | SPAG topics covered  | Spelling patterns  | Handwriting  | Key vocabulary   |
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| Autumn 1 | <p><b>Reading:</b><br/>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Writing:</b><br/>Use further prefixes and suffixes and understand guidance for adding them.</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p><b>Spoken Language:</b><br/>Listen and respond appropriately to adults and their peers.</p> <p>Use relevant strategies to build their vocabulary.</p> | <p>Poetry</p> <p>Letters from the Lighthouse (WW2 link)</p> | <p>Poetry: emotions, The Blitz</p> <p>Descriptive writing (Alma)</p> <p>Letter in role</p> | <p>Vocabulary</p> <p>Figurative language</p> <p>Expanded noun phrases</p> <p>Connectives and conjunctions</p> <p>Cohesive devices</p> <p>Prepositional and adverbial phrases</p> | <p>Statutory word list</p> <p>The suffixes:<br/>-able<br/>-ible<br/>-fer</p> <p>Words with hyphens</p> | <p>New cursive scheme: breakdown to be updated</p> | <p>Cohesion</p> <p>Phrase</p> <p>Clause</p> <p>Connective</p> <p>Conjunction</p> <p>Noun</p> <p>Preposition</p> <p>Adverb</p> <p>Adjective</p> <p>Hyphen</p> |



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| <b>Autumn 2</b> | <p><b>Reading:</b><br/>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieve, record and present information from non-fiction.</p> <p><b>Writing:</b><br/>Continue to distinguish between homophones and other words which are often confused.</p> <p>Plan their writing by identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader.</p> <p><b>Spoken language:</b><br/>Ask relevant questions to extend their understanding and knowledge</p> <p>Articulate and justify answers, arguments and opinions.</p> | <p>The Arrival, Shaun Tan</p> <p>‘The Sea’ descriptive writing</p> | <p>Newspaper report</p> <p>Explanation text</p> <p>Narrative-adventurous story</p> <p>Poetry</p> | <p>Complex/multi-clause sentences</p> <p>Brackets and dashes</p> <p>Colons and semi-colons</p> <p>Bullet points</p> <p>Synonyms and antonyms</p> <p>Apostrophes</p> <p>Subjunctive voice</p> | <p>Statutory words</p> <p>Homophones</p> <p>Words ending in:<br/>-cious<br/>-tious</p> <p>Connectives</p> | <p>Joining patterns</p> <p>Handwriting for presentation</p> | <p>Clause</p> <p>Phrase</p> <p>Parenthesis</p> <p>Colon</p> <p>Semi-colon</p> <p>Synonym</p> <p>Antonym</p> <p>Homophones</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring 1</b></p> | <p><b>Reading:</b><br/>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Understand what they read by identifying how language, structure and presentation contribute to meaning.</p> <p><b>Writing:</b><br/>Draft and write by selecting appropriate vocabulary and grammatical structures that reflect what the writing requires, understanding how such choices can change and enhance meaning.</p> <p>Spell some words with 'silent' letters</p> <p><b>Spoken Language:</b><br/>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</p> | <p>The Iron Man</p> | <p>Narrative (sequel)</p> <p>Diary entry</p> <p>Poetry</p> <p>Prologue</p> | <p>Word class revision</p> <p>Types of nouns</p> <p>Pronouns and relative pronouns</p> <p>Types of determiners</p> <p>Idioms</p> | <p>'Ough' letter string</p> <p>Words ending in:<br/>-cial<br/>-tial</p> <p>Prefixes</p> <p>Unstressed vowels and consonants</p> | <p>Joining patterns</p> <p>Handwriting for presentation</p> | <p>Determiner<br/>Pronoun<br/>Abstract noun<br/>Concrete noun<br/>Collective noun<br/>Vowel<br/>Consonant<br/>Idiom</p> |
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| <b>Spring 2</b> | <p><b>Reading:</b><br/>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Understand what they read by drawing inferences such as inferring character' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p><b>Writing:</b><br/>Use dictionaries to check the spelling and meaning of words, including those of uncommon or more ambitious vocabulary.</p> <p>Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p><b>Spoken language:</b><br/>Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</p> | <p>Floodland</p> | <p>Narrative (dialogue to advance action)</p> <p>Alternative ending</p> <p>Police report</p> | <p>Tenses (simple, progressive, perfect)</p> <p>Modal verbs</p> <p>Active and passive voice</p> <p>I vs. Me</p> <p>Selecting correct levels of formality</p> | <p>Statutory words</p> <p>Homophones</p> <p>Words ending in:<br/>-ant<br/>-ance<br/>-ancy<br/>-ent<br/>-ence<br/>-ency</p> <p>Plurals (revision)</p> | <p>Joining patterns</p> <p>Handwriting for presentation</p> | <p>Past<br/>Present<br/>Future<br/>Simple<br/>Progressive<br/>Perfect<br/>Modal<br/>Active<br/>Passive<br/>Formality<br/>Homophone</p> |
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| <b>Summer 1</b> | <p><b>Reading:</b><br/>Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.</p> <p>Provide reasoned justifications for their views.</p> <p><b>Writing:</b><br/>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p><b>Spoken language:</b><br/>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Gain, maintain and monitor the interest of the listener (s).</p> | Smugglers of Dorset<br><br>SATs preparation and revision<br><br>SATs | Atmosphere and character study in narrative<br><br>Dialogue in narrative<br><br>Formal letters<br><br>Persuasion | Revision of Key Stage 2 SPAG topics | Revision of Key Stage 2 spelling rules and statutory word lists | Handwriting for clarity and presentation |  |
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| <b>Summer 2</b> | <p><b>Reading:</b><br/>Maintain positive attitudes to reading and understanding of what they read by 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.</p> <p><b>Writing:</b><br/>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b>Spoken Language:</b><br/>Participate in discussions, presentations, performances, role play, improvisation and debate.</p> <p>Speak audible and fluently with an increasing command of Standard English.</p> | <p>The Phantom Tollbooth (transition unit)</p> <p>Production (reading and performing playscripts- spoken language focus)</p> | <p>Predictive ending</p> <p>Adventure story (linked to Phantom Tollbooth)</p> | <p>SPAG topics as needed for writing</p> | <p>Development of vocabulary- spelling more challenging words</p> | <p>Handwriting for presentation</p> |  |
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