



English Curriculum Overview Year 6 2025 26

Term	Key skills in reading, writing and SL	Book study/topic	Writing genres covered	SPAG topics covered	Spelling patterns	Handwriting	Key vocabulary
Autumn 1	<p>Reading: 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>Writing: 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>Spoken Language: 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</p> <p>Descriptive writing (Alma)</p> <p>Letter in role</p> <p>Newspaper report</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>Complex/multi-clause sentences</p> <p>Apostrophes (possession)</p>	<p>Statutory word list</p> <p>The suffixes: -able -ible -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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Autumn 2	<p>Reading: 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>Writing: 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>Spoken language: 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>Explanation text</p> <p>Narrative-adventurous story</p>	<p>Brackets and dashes</p> <p>Colons and semi-colons</p> <p>Bullet points</p> <p>Synonyms and antonyms</p> <p>Apostrophes (contraction and revision)</p> <p>Subjunctive voice</p>	<p>Statutory words</p> <p>Homophones</p> <p>Words ending in: -cious -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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Spring 1	<p>Reading: 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>Writing: 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>Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</p>	The Iron Man	<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: -cial -tial</p> <p>Prefixes</p> <p>Unstressed vowels and consonants</p>	<p>Joining patterns</p> <p>Handwriting for presentation</p>	<p>Determiner</p> <p>Pronoun</p> <p>Abstract noun</p> <p>Concrete noun</p> <p>Collective noun</p> <p>Vowel</p> <p>Consonant</p> <p>Idiom</p>
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Spring 2	<p>Reading: 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>Writing: 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>Spoken language: Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</p>	Floodland	<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: -ant -ance -ancy -ent -ence -ency</p> <p>Plurals (revision)</p>	<p>Joining patterns</p> <p>Handwriting for presentation</p>	<p>Past Present Future Simple Progressive Perfect Modal Active Passive Formality Homophone</p>
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Summer 1	<p>Reading: 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>Writing: Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Spoken language: 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>	Harris Burdock writing SATs preparation and revision SATs	Atmosphere and character study in narrative Dialogue in narrative	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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Summer 2	<p>Reading: 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>Writing: 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>Spoken Language: 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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