

# English Curriculum Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes and Curricular Focus	<b>From Ecuador to the Galapagos</b> Why is Ecuador the country of the four worlds?	<b>Terrifically Tickety-Boo!</b> The Victorians	<b>From Titanic to the Tundra</b> How do human and physical processes interact in the Arctic and Antarctica?	<b>Britain Wants You!</b> WW1 WW2	<b>Britain Wants You!</b> WW1 WW2	<b>A World of Wonder</b> Can we carry out an independent fieldwork enquiry?
Science	Living Things and Their Habitats	Electricity Sustainability: Renewable Energy	Light Sustainability: Light Pollution	The Circulatory System Diet Drugs and Lifestyle	Variation Adaptations	Fossils Themed Projects: Year 7 Ready
Jigsaw PHSE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction Poetry and Rhyme Information/topic-linked texts	<b>Core Texts</b> 	<b>Core Texts</b> 	<b>Core Texts</b> 	<b>Core Texts</b> 	<b>Core Texts</b> 	<b>Core Texts</b> 
<b>Reading Curriculum Year 5 and 6</b> Children maintain positive attitudes to reading by: Reading and discussing a wide range of texts: fiction, poetry, plays, non-fiction, and reference books. Engaging with various text structures and purposes. Becoming familiar with diverse books, including: Myths, legends, and traditional stories; Modern and heritage fiction; Books from different cultures and traditions Recommending books with reasons. Identifying and discussing themes and conventions across texts. Making comparisons within and between books. Learning more poetry by heart. Performing poems and plays with expressive reading. Understand what they read by: Ensuring comprehension and exploring vocabulary in context. Asking questions to deepen understanding. Making evidence-based inferences about characters and events. Making predictions from stated and implied details. Summarising key ideas across paragraphs. Identifying how language, structure, and presentation convey meaning. Evaluating authors' language use, including figurative language. Distinguishing fact from opinion. Retrieving and presenting information from non-fiction texts. Engage with reading through discussion and reasoning: Participating in thoughtful discussions, building on and challenging ideas respectfully. Explaining understanding through presentations and debates. Justifying opinions with clear reasoning.	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>			
	<b>Supporting Texts and Reading Across the Curriculum</b> 	<b>Supporting Texts and Reading Across the Curriculum</b> 	<b>Supporting Texts and Reading Across the Curriculum</b> 	<b>Supporting Texts and Reading Across the Curriculum</b> 	<b>Supporting Texts and Reading Across the Curriculum</b> 	<b>Supporting Texts and Reading Across the Curriculum</b> 
	What Mr Darwin Saw by Mick Manning and Brita Granstrom  Charles Darwin's Around the World Adventure by Jennifer Thernes  Earth's Extraordinary Places: Galapagos by Steve Backshall  Scientists in the Wild: Galapagos by Helen Scales and Romolo D'Hipolito  An Atlas of Imagined Islands Edited by Huw Lewis-Jones  Hidden Planet: An Illustrator's Love Letter to Planet Earth by Ben Rothery	V&A Introduces: Queen Victoria	Antarctica a Continent of Wonder – Maria Cuesto Hernando  The Story of Snow, the Science of Winter's Wonder – Mark Cassino  Ernest Shackleton: Little People, Big Dreams – Maria Isabel Sanchez Vegara  Tragedy At Sea by David Long	The Heart in the Bottle by Oliver Jeffers	Who Was Anne Frank? By Ann Abramson  Rose-Blanche by Roberto Innocenti	Romeo and Juliet by William Shakespeare??  Earth Heroes by Lily Dyu

Poetry Classics Sonnets Narrative poetry Free verse Performance poetry	 The Works – KS2 by Pie Corbett  Classic poetry The Tyger by William Blake	Classic poetry If by Rudyard Kipling Invictus by William Ernest Henley	 New and Collected Poems for Children by Carol Ann Duffy  Narrative poetry The Cremation of Sam McGee by Robert Service (From Once Upon a Poem)	In Flanders Fields by John McCrae  Classic poetry The Charge of the Light Brigade by Alfred, Lord Tennyson	 Free verse On the Move: Poems About Migration by Michael Rosen, illustrated by Quentin Blake	Performance poetry A Midsummer Night's Dream by William Shakespeare  Sonnets Sonnet 18 by William Shakespeare
Possible Writing Outcomes	Diary Narrative Biography Debate Non-chronological report	Diary Narrative Biography Non-chronological report	Poetry , Narrative Diary Formal letter	Diary Narrative Debate Newspaper report	Formal and informal letters Narrative	Emotive speech Poetry Precis Diary Informal letter
Spelling Curriculum taught through Literacy (Spelling) Shed	Year 5 / 6 spelling words	Words with the long/short vowel 'igh/i' sound spelt y Year 5 / 6 spelling words	Prefixes over-, dis-, un-, im- Suffix -ful Words that can be verbs and nouns Soft c spelt ce 'oa' sound spelt ou, ow	'f' sound spelt ph Words with -cial, -tial, acc- Words with foreign origins Unstressed vowel sounds	Suffixes -ably, -ible, -ibly Words ending in -ent, -ence, -er, -or and -ar Adverbs meaning with determination	Adjectives Grammar vocabulary Mathematical vocabulary

**Year 5 and 6 Statutory Spelling Word List – taught through Literacy Shed**

**Colour coding: taught in school in Year 5/Year 6**

accommodate accompany **according** achieve **aggressive** amateur ancient apparent appreciate **attached** available **average** awkward bargain bruise **category** cemetery **committee** communicate community **competition** conscience\* conscious\* controversy convenience **correspond** criticise (critic + ise) **curiosity** definite desperate **determined** develop dictionary disastrous **embarrass** environment equip (-ped, -ment) **especially** exaggerate excellent **existence** explanation familiar foreign **forty** frequently government **guarantee** harass hindrance **identity** immediate(lu) **individual** interfere interrupt language **leisure** lightning marvellous mischievous muscle necessary **neighbour** nuisance **occupy** occur opportunity **parliament** persuade **physical** prejudice **privilege** profession programme pronunciation queue **recognise** recommend relevant restaurant **rhyme** rhythm **sacrifice** secretary shoulder **signature** sincere(lu) **soldier** stomach **sufficient** suggest symbol system **temperature** thorough **twelfth** variety vegetable vehicle yacht

**Year 5 and 6 Writing Curriculum**

<b>Transcription - Spelling</b> 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 (taught through Literacy Shed) 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.	<b>Transcription - Handwriting</b> 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.	<b>Composition</b> Plan writing by identifying purpose, audience, and appropriate form Use similar texts as models and develop ideas through reading and research In narratives, consider how authors build characters and settings Draft using effective grammar and vocabulary to enhance meaning Describe settings, characters, and atmosphere; use dialogue to develop action Précis longer passages Use a wider range of cohesive devices within and across paragraphs Structure writing with features such as headings, bullet points, and underlining Evaluate and edit for clarity, effect, and accuracy in vocabulary, grammar, and punctuation Assess the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure consistent tense and correct subject-verb agreement Choose appropriate language for speech and writing Proof-read for spelling and punctuation errors
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**Year 6 Writing Progression – Vocabulary, Grammar and Punctuation** taught discretely through *Literacy Shed* and applied within writing genres as appropriate

Word	Punctuation	Sentence	Text	Statutory Terminology For pupils
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the green house versus The window in the greenhouse was broken(by me))	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), and ellipsis	Subject, object Active, passive Synonym, antonym Ellipsis
How words are related by meaning as synonyms and antonyms (e.g. big, large, little)	Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech)	Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)	Hyphen Colon Semi-colon Bullet points