

English Curriculum

Year 6		
Autumn	Spring	Summer
Children of WW2	The Information Age.Com	Inspirational Me

Key Technical Vocabulary in red bold.

Text Level/Genres

Write for a range of contexts, purposes and audiences

Revise and evaluate their writing

Ensure a range of forms are covered: letter, email, leaflet, poster, message, diary entry, newspaper article, information text, menu, play script, flier, advertisement, presentation. etc.

Progression in years 5 and 6 is achieved through greater control of text level learning as well as a much keener knowledge of purpose and the different audiences that writing can be for.

Narrative		Reports	
<p>1 – Extended Stories 2 – Author Focus 3 – Historical Settings</p>	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; Recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; Analyse the paragraph structure in different types of story and note how links are made; Make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author’s style to identify common elements and then make comparisons between books; Consider how style is influenced by the time when they were written and the intended audience; Recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader’s response. Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody; 		<ul style="list-style-type: none"> Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

	<ul style="list-style-type: none"> • Recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour. • Understand that different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events; • Recognise that authors use language carefully to influence the reader's view of a place or situation. • Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. • Plan quickly and effectively the plot, characters and structure of own narrative writing; • Use paragraphs to vary pace and emphasis; • Vary sentence length to achieve a particular effect; • Use a variety of techniques to introduce characters and develop characterisation; • Use dialogue at key points to move the story on or reveal new information. • Create a setting by: <ul style="list-style-type: none"> - using expressive or figurative language; - describing how it makes the character feel; - adding detail of sights and sounds. 		
<p>Poetry</p>	<ul style="list-style-type: none"> • Interpret poems, explaining how the poet creates shades of meaning; • Justify own views and explain underlying themes • Explain the impact of figurative and expressive language, including metaphor; • Comment on poems' structures and how these influence meaning • Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT 	<p>Explanation</p>	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.

	<ul style="list-style-type: none"> • Use language imaginatively to create surreal, surprising, amusing and inventive poetry; • Use simple metaphors and personification to create poems based on real or imagined experience; 		
<p>Persuasion</p>	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> - the expression, sequence and linking of points - providing persuasive examples, illustration and evidence - pre-empting or answering potential objections - appealing to the known views and feelings of the audience • Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> - using persuasive language techniques to deliberately influence the listener. - developing a point logically and effectively - supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) - anticipating possible objections - harnessing the known views, interests and feelings of the audience - tailoring the writing to formal presentation where appropriate • Use reading to: <ul style="list-style-type: none"> - investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition - build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> 	<p>Discussion</p>	<ul style="list-style-type: none"> • Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: <ul style="list-style-type: none"> - summarise different sides of an argument - clarify the strengths and weaknesses of different positions - signal personal opinion clearly - draw reasoned conclusions based on available evidence - recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. • First explore orally and then write a balanced report of a controversial issue: <ul style="list-style-type: none"> - summarising fairly the competing views - analysing strengths and weaknesses of different positions - drawing reasoned conclusions where appropriate - using formal language and presentation as appropriate • Use reading to: <ul style="list-style-type: none"> - investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition - build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> - Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of

			different non-fictional text types and adapting, conflating and combining these where appropriate.
Recount Biography Autobiography	<ul style="list-style-type: none"> Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. <i>of historical characters</i>, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. <i>police description, school report, newspaper obituary</i>. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate. 		
Punctuation		Handwriting	
<p><i>Ensure Year 5 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> Semi-colon Dash Colon to introduce a list Bullet points Hyphens 		<ul style="list-style-type: none"> Write with increasing legibility, fluency and speed. 	
Spelling		Grammar	
<p><i>Ensure Year 5 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> Endings of cious, tious, e.g. <i>vicious, gracious, spacious</i> Endings of cial after a vowel letter, e.g. <i>official</i> Endings of tial after a consonant letter, e.g. <i>partial</i> Words ending in ant, ance, ancy, ent, ence, ency, e.g. <i>observant, hesitancy, innocent, independence</i>. Words containing the letter string ough, e.g. <i>ought, rough, borough, plough</i>. 		<p><i>Ensure Year 5 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> Passive voice – The window in the greenhouse was broken Active voice – I broke the greenhouse window Subjunctive forms – If I were, were they... Adverbials, e.g. on the other hand, in contrast, as a consequence Ellipsis Synonyms Antonyms 	

- Common exception words – amateur, apparent, bruise, category, committee, competition, conscience, conscious, controversy, convenience, correspond, criticize, curiosity, definite, desperate, dictionary, embarrass, especially, excellent, existence, explanation, familiar, foreign, government, guarantee, harass, individual, interfere, interrupt, leisure, lightning, marvelous, muscle, necessary, neighbor, nuisance, parliament, persuade, prejudice, profession, pronunciation, relevant, sacrifice, sincerely, soldier, stomach, sufficient, thorough, twelfth, vehicle, yacht.

- Relative clauses
- Main clause
- Subordinate clause
- Subjects and Objects
- Past progressive
- Subjunctive forms of verbs

Texts to support teaching and learning

Theme	Narrative Extended Stories Author Focus Historical Settings	Poetry	Non fiction Reports Explanation Persuasion Discussion Recount/Biography/Autobiography
Children of WW2	Rose Blanche: Tail End Charlie: Manning Letter from a Lighthouse: Carroll The Umbrella Mouse: The Emergency Zoo: Halahmy The Snow Goose: Gallico D-Day Dog: Palmer Our Castle by the Sea: Strange The Cats in Krasinski Square: Hesse Goodnight Mr Tom: Magorian Carrie’s War: Bawden The Silver Sword: Serrailier When Hitler Stole Pink Rabbit: Kerr	Where the Poppies Now Grow: Robinson	Erika’s Story: Vander Zee St Kilda: Waters D-Day: Noble My Secret War Diary by Flossie Albright: Williams Woeful Second World War: Deary

	Number the Stars: Lowry Bombs and Blackberries (play): Donaldson The Buried Crown: Sherrick Blitzcat: Westall The Machine Gunners: Westall Back Home: Magorian Friend or Foe: Morpurgo The Lion and the Unicorn: Hughes I am David: Holm		
The Information Age.Com	It's a Book by L Smith		
Inspirational Me			
BFI films	Nits Between Us Flatlife Birthday Boy	Love on a Wing	Second Helpings Hidden
Other films	The Hobbit Great Expectations Blue Planet March of the penguins Oliver		