



Becontree Primary School

English Curriculum Overview

Year 6

By the end of the year, children will know and be able to in writing:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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.

in reading:

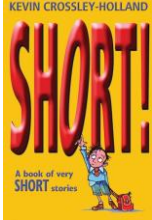

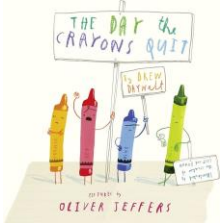
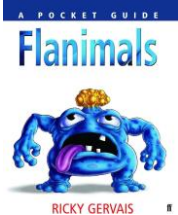
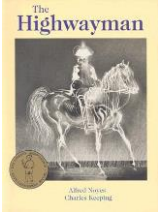
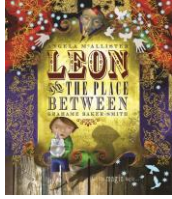

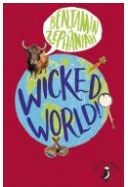
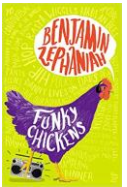

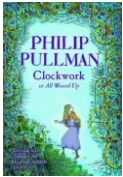

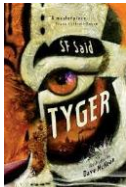

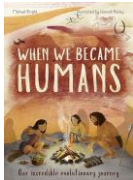
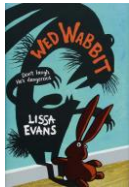

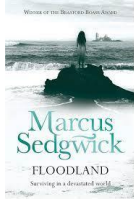
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

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 textbooks
- reading books that are structured in different ways and reading for a range of purposes
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

Terms	Autumn term		Spring term		Summer term	
Writing	A	B	A	B	A	B
	 <p>Narrative (Mystery and Suspense) SHORT! A Book of Very Short Stories</p>	 <p>Narrative (Historical) Children of Winter including a narrative dream sequence</p>  <p>Non-fiction Letter of complaint</p>	 <p>Non-fiction A non-chronological report on an imaginary animal</p>	 <p>Narrative Poetry The Highwayman, including a diary and a letter</p>	 <p>Narrative (Fantasy adventure) Leon and the Place Between</p> <p>Recount or Review trip linked to Chessington</p>	 <p>Tragedy Hamlet: A Shakespeare Story</p>
Reading	<p>Read Aloud</p>    <p>Wicked World! By Benjamin Zephaniah Funky Chickens by Benjamin Zephaniah</p> <p>Book Study</p>   <p>Clockwork or All Wound Up by Philip Pullman Cloud Busting by Malorie Blackman</p>		<p>Read Aloud</p>   <p>Wed Rabbit by Lissa Evans Tyger by SF Said</p> <p>Book Study</p>  <p>When we became Humans: our incredible evolutionary story by Michael Bright and Hannah Bailey</p>		<p>Read Aloud</p>   <p>Wed Rabbit by Lissa Evans Everything All at Once by Steve Camden</p> <p>Book Study</p>  <p>Floodland by Marcus Sedgwick</p>	

Areas of Teaching	Term 1A, Week 1	Term 1A, Week 2	Term 1A, Week 3	Term 1A, Week 4	Term 1A, Week 5	Term 1A, Week 6
Core text	Horror stories, taking inspiration from Short! by Kevin Crossley-Holland					
Objectives	To read two stories from Short! (Room for one more and another) To consider how the author create suspense	To explore the formula of short stories- setting and characters	Visit the park for setting To create word banks and figurative language To generate short sentences	To plan and write own horror story To edit and improve To produce a final draft.		
Reading based on Complete Comprehension	Sky Song by Abi Elphinstone (prediction)	Welcome to Nowhere by Elizabeth Laird (Inference)	Alice's Adventures in Wonderland by Lewis Carroll (Comparison)	The Hunting of the Snark by Lewis Carroll (Progress check)	The Explorer by Katherine Rundell (Word Choice)	
and Literacy Shed Plus book studies	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Clockwork by Philip Pullman Genre: mystery and suspense					
Read Aloud programme	4 x 10-minute sessions a week Poet Focus: Benjamin Zephaniah Texts: Funky Chickens and Wicked World					
Grammar based on Hamilton Trust resources, including SATs style questions	Revision – Relative Clauses – (who, which, that, where, when, whose) Grammar Ninja	Embedded relative clauses Grammar Ninja	Adverbs and modal verbs	Using active and passive	Subjunctive verbs	Tense
Spelling based on Spelling Shed	Words with the short vowel sound /i/ spelled 'y'	Words with the long vowel sound /igh/ spelled 'y'	Adding the prefix '-over'	Words with the suffix '-ful'	Spelling challenge	Words that can be nouns and verbs
Handwriting	By Year 6, handwriting is not explicitly taught in separate lessons. If necessary, short bursts of handwriting practice will aim to address misconceptions and errors identified in writing across the curriculum.					

Areas of Teaching	Term 1B, Week 1	Term 1B. Week 2	Term 1B. Week 3	Term 1B. Week 4 (Mock Week)	Term 1B. Week 5	Term 1B. Week 6
Core text	Children of Winter by Berlie Doherty			Non-fiction- Letter of Complaint based on the stimulus of the Day the Crayons Quit by Oliver Jeffers		
Objectives	To understand the setting of the Children of Winter To explore Catherine's worries	To plan and write a story that includes a dream sequence To edit and improve To produce a final draft		To recognise the language and structural features of a formal letter of complaint To consider the language of complaint	To consider what their stationery might say about them To plan and write their formal letter	To edit and improve To produce a final draft
Reading based on Complete Comprehension and Literacy Shed Plus book studies	For the Fallen by Laurence Binyon (Word meaning)	Evolution Revolution by Robert Winstone (Word meaning)	Charles Darwin: History's Most Famous Biologist by Kerry Lotzof (Progress check)	Mock Week SATs reading assessment	Genre: non-fiction The Wonderful Wizard of Oz by L. Frank Baum (Retrieval)	Hidden Figures Young Readers Edition by Margot Lee Shetterley (Summarising)
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Cloud busting by Malorie Blackman Genre: Narrative poetry					
Read Aloud programme	4 x 10-minute sessions a week Author focus: Berlie Doherty Texts: Children of Winter					
Grammar based on Hamilton Trust resources, including SATs style questions	Modifiers	Apostrophes	Punctuating dialogue	Commas, colons and bullet points	Mock Week SATs SPAG assessment	Adverbials
Spelling based on Spelling Shed	Words with an /oa/ sound spelled 'ou' or 'ow'	Words with a 'soft c' spelled 'ce'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with a /f/ sound spelled 'ph'	Spelling challenge	Words with origins in other countries and languages
Handwriting	By Year 6, handwriting is not explicitly taught in separate lessons. If necessary, short bursts of handwriting practice will aim to address misconceptions and errors identified in writing across the curriculum.					

Areas of Teaching	Term 2A, Week 1	Term 2A. Week 2	Term 2A. Week 3	Term 2A. Week 4	Term 2A. Week 5	Term 2A. Week 6
Core text	Non-fiction- a non-chronological report inspired by creatures in 'Flanimals' by Ricky Gervais			The Highwayman by Alfred Noyes Cross curricular link – History Crime and Punishment		Trewern and Activity week
Objectives	To recognise the features and language used in non-chronological reports To consider the language used in non-chronological reports	To plan and write a non-chronological report To edit and improve To produce a final draft		To understand the context of the poem To understand the language of the poem (2 lessons)	To understand the thoughts and feelings of a character To recognise the features of a diary To plan a diary in character	
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Pig-Heart Boy by Malorie Blackman (Inference)	Deforestation for Palm Oil (Word meaning)	Tin by Pádraig Kenny (Inference)	The Snow Queen by Hans Christian Anderson (Progress Check)	Macbeth by William Shakespeare (Retrieval)	What's So Special about Shakespeare? by Michael Rosen (Summarising)
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: When we became Humans: our incredible evolutionary story by Michael Bright and Hannah Bailey Genre: Non- fiction Links to work in Science: evolution and inheritance					
Read Aloud programme	4 x 10-minute sessions a week Author Focus: SF Said Text: Tyger					
Grammar based on Hamilton Trust resources, including SATs style questions	Toolkit Milestone 5 PACE Grammar Ninja	AFL from Toolkit Milestone 5 PACE / Relative clauses Grammar Ninja	Time, place and cause	Cohesion	Trewern and Activity week	Word Classes
Spelling based on phonics and Spelling Shed	Words with unstressed vowel sounds	Words ending with /shuhl/ spelled 'cial'	Words ending with /shuhl/ spelled 'tial'	Words beginning with 'acc'	Words with the suffix '-ably'	Words with the suffix '-ible'
Handwriting	By Year 6, handwriting is not explicitly taught in separate lessons. If necessary, short bursts of handwriting practice will aim to address misconceptions and errors identified in writing across the curriculum.					

Areas of Teaching	Term 2B, Week 1	Term 2B. Week 2 (Mock Week)	Term 2B. Week 3	Term 2B. Week 4	Term 2B. Week 5	Term 2B. Week 6
Core text	The Highwayman by Alfred Noyes					
	Cross curricular link – History Crime and Punishment					
Objectives	To write a diary in role To edit and improve To produce a final draft		To consider the story from Tim's perspective To recognise the features of informal letters To plan a letter in character as Tim		To write a letter in character To edit and improve To produce a final draft	
Reading	Revision ready for SATS		Mock week SATs reading assessment		Revision ready for SATS	
Read Aloud programme	4 x 10-minute sessions a week Author Focus: Lissa Evans Text: Wed Wabbit					
Grammar based on Hamilton Trust resources, including SATs style questions	Passive sentences, Semicolon, Colon, Dash Sentences	Passive sentences, Semicolon, Colon, Dash Sentences	Mock week SATs SPAG assessment	Clauses and sentences revision	Singular and Plural revision	Revision ready for SATs
Spelling based on phonics and Spelling Shed	Adding the suffix '-ibly' to create an adverb	Words ending in '-ent' and '-ence'	Spelling challenge	Words ending in '-er', '-or' and '-ar'	Adverbs synonymous with determination	Challenge words
Handwriting	By Year 6, handwriting is not explicitly taught in separate lessons. If necessary, short bursts of handwriting practice will aim to address misconceptions and errors identified in writing across the curriculum.					

Areas of Teaching	Term 3A, Week 1	Term 3A. Week 2	Term 3A. Week 3	Term 3A. Week 4 SATs Week	Term 3A. Week 5	Term 3A. Week 6
Core text	Leon and the Place Between by Allison McAllister			SATs week	Recount/ Review- linked to Chessington trip	
Objectives	To explore the setting of the story To make inferences about a character	To imagine what could be inside the box To plan Leon's adventure inside the box To write a story about Leon's journey	To edit and improve To produce a final draft		To identify the features of a recount or a review To plan a recount/ review based on a recent trip To write a recount/ review	To edit and improve To produce a final draft
Reading based on Literacy Shed Plus book studies	Revision ready for SATs				Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions The focus text: Floodland by Marcus Sedgwick Genre: Thriller	
Read Aloud programme	4 x 10-minute sessions a week Author Focus: Lissa Evans Text: Wed Wabbit					
Grammar based on Hamilton Trust resources, including SATs style questions	Revision ready for SATS			SATs week	Grammar is taught through writing sessions.	
Spelling based on phonics and Spelling Shed	Challenge Words	Challenge Words	Adjectives to describe settings		Adjectives to describe feelings	Adjectives to describe characters
Handwriting	By Year 6, handwriting is not explicitly taught in separate lessons. If necessary, short bursts of handwriting practice will aim to address misconceptions and errors identified in writing across the curriculum.					

Areas of Teaching	Term 3B, Week 1	Term 3B. Week 2	Term 3B. Week 3	Term 3B. Week 4	Term 3B. Week 5	Term 3B. Week 6
Core texts	Hamlet: A Shakespeare Story by Andrew Matthews and Tony Ross					
Objectives	To explore characters and their motivations To make inferences about characters feelings, thoughts and motives To plan a diary entry	To write a diary entry about the meeting with the ghost To edit and improve	To use modal verbs to write a horoscope for Hamlet To write an email in role as Hamlet To edit and improve	To write a response to Hamlet's email in role as an agony aunt To understand Hamlet's soliloquy	To plan a soliloquy in role as Claudius To write a soliloquy as Claudius To learn to use impersonal voice	To write a summary of Hamlet
Reading based on Literacy Shed Plus book studies	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions The focus text: Floodland by Marcus Sedgwick Genre: Thriller			Standalone texts for each session Suggested texts: Arcade Fire's My Body is a Cage, etc.		
Read Aloud programme	4 x 10-minute sessions a week Poet focus: Steve Camden Text: Everything All at Once Secondary-school-themed poetry anthology					
Grammar	Grammar is taught through writing sessions.					
Spelling based on Spelling Shed	Challenge Words	Spelling challenge	Full list revision	Full list revision	Full list revision	Full list revision
Handwriting	By Year 6, handwriting is not explicitly taught in separate lessons. If necessary, short bursts of handwriting practice will aim to address misconceptions and errors identified in writing across the curriculum.					