# Year 6 (2024-2025) – English Curriculum

| Year 6 | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| **Writing** | Writing<br><br>**'The Lost Words' by Robert Macfarlane**<br>Purpose: To entertain and inform<br>Audience: Children who are losing touch with the natural world around them and not aware that British wildlife is in decline.<br>Form: A poem in the style of Robert Macfarlane<br><br>Taught writing objectives:<br>• L.O: To analyse a number of poems by Robert Macfarlane.<br>• To identify the stylistic features of Robert Macfarlane's poetic style.<br>• -To use appropriate terminology.<br>• To analyse an author's language choices.<br>• To analyse how an author has constructed a text.<br>• L.O: To identify synonyms and antonyms.<br>• To use synonyms and antonyms effectively (to strengthen intended impact).<br>• To select appropriate grammar and vocabulary (understanding how such choices can change and enhance meaning).<br><br>**'The Savage' by David Almond**<br>Purpose: To entertain<br>Audience: People who enjoy stories written by David Almond<br>Form: Third person narrative / character description<br><br>Taught writing objectives:<br>• L.O: To analyse how an author has developed characters and settings.<br>• -To use appropriate terminology.<br>• To analyse an author's language choices.<br>• To create and use expanded noun phrases to convey complicated | Writing<br><br>**'The Savage' by David Almond**<br>Purpose: To entertain<br>Audience: People who enjoy the horror genre<br>Form: Third person narrative / next chapter<br><br>Taught writing objectives:<br>• L.O: To analyse an author's language choices.<br>• To analyse how an author has constructed a text.<br>• To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately) – (Y4 Recap)<br>• To identify independent and subordinate clauses.<br>• To mark boundaries between independent clauses. (using semi-colons, colons or dashes)<br>• To identify relative clauses. (beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.) – (Y5 Recap)<br>• To use and apply relative clauses. – (Y5 Recap)<br><br>**'World War II History Workshop'**<br>Purpose: To persuade<br>Audience: Pupils' choice<br>Form: A speech<br><br>Taught writing objectives:<br>• L.O: To identify modal verbs. (e.g. might, should, will, must)<br>• To use modal verbs to indicate degrees of possibility.<br>• To identify adverbs. (e.g. perhaps, surely) – (Y5 Recap)<br>• To use adverbs to indicate degrees of possibility. – (Y5 Recap)<br>• To use a colon to introduce a list. (a simple list where | Writing<br><br>**'Memorial' by Gary Crew**<br>Purpose: To entertain<br>Audience: People who enjoy fiction based on real events<br>Form: A first person narrative<br><br>Taught writing objectives:<br>• L.O: To analyse the structure of a story.<br>• To use paragraphs for impact and effect (e.g. e.g. dramatic effect, length of paragraph, pace of change)<br>• To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of question tags; He's your friend, isn't he?)<br>• To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register)<br><br>**'Blue Planet 2' by David Attenborough (visual literacy)**<br>Purpose: To persuade and inform<br>Audience: Mrs G Kaur (Head teacher)<br>Form: An email<br><br>Taught writing objectives:<br>• L.O: To link ideas across paragraphs (e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.)<br>• To identify the subject, object and action within a sentence.<br>• To recognise and identify when the active and passive voice has been used. | Writing<br><br>**'Cicada' by Shaun Tan**<br>Purpose: To explain, persuade and comfort.<br>Audience: Cicada.<br>Form: An informal letter.<br><br>Taught writing objectives:<br>• L.O: To analyse the features of an informal letter.<br>• To use appropriate terminology.<br>• L.O: To create and accurately punctuate fronted adverbials and fronted adverbials phrases. (use commas to separate them from the rest of the sentence.) – (Y4 Recap)<br>• To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) – (Y5 Recap)<br>• To identify when the perfect form of verbs have been used to mark relationships of time and cause.<br>• To link ideas across paragraphs (e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.)<br><br>**Poetry Performance Week: Narrative Poems**<br>Purpose: To entertain<br>Audience: Other classes around the school<br>Form: A poetry performance / recital | Writing<br><br>**'Cicada' by Shaun Tan**<br>Purpose: To inform and explain.<br>Audience: Cicada's manager (at B.I.G. Industries).<br>Form: A formal letter.<br><br>Taught writing objectives:<br>• L.O: To analyse the language associated with a formal letter.<br>• To use appropriate terminology.<br>• To recognise and identify the subjunctive form. (if I were or were they to come)<br>• To use and apply the subjunctive form.<br>• To identify when commas have been used to clarify meaning or avoid ambiguity.<br>• To use commas to clarify meaning or avoid ambiguity.<br>• To identify when hyphens have been used to avoid ambiguity.<br>• To use hyphens to avoid ambiguity.<br><br>**'The Final Year' by Matt Goodfellow**<br>Purpose: To entertain.<br>Audience: People who enjoyed the first novel<br>Form: A narrative (a sequel)<br><br>Taught writing objectives:<br>• L.O: To analyse the features of non-chronological reports.<br>• To analyse how an author has constructed a text.<br>• To use appropriate terminology.<br>• L.O: To convert nouns or adjectives into verbs using suffixes. (suffixes -ate, -ise, -ify)<br>• To use verb prefixes. (dis-, de-, mis-, re-, over-, un-, out-) | Writing<br><br>**Freestyle Raps and Free-verse Poems**<br>Purpose: To entertain.<br>Audience: Pupils and parents attending the Year 6 graduation ceremony.<br>Form: A freestyle rap or free-verse poem.<br><br>Taught writing objectives:<br>• L.O: To analyse a range of free verse poems and freestyle raps.<br>• To identify the structural and stylistic features of free verse poems and freestyle raps.<br>• To use appropriate terminology.<br>• L.O: To use synonyms and antonyms effectively (to strengthen intended impact. e.g. the specific description used to convey character).<br>• To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of question tags; He's your friend, isn't he?)<br>• To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register)<br><br>**The Greatest Person Who Never Lived**<br>Purpose: To inform and entertain<br>Audience: The general public<br>Form: A Biography<br><br>Taught writing objectives:<br>• L.O: To analyse an author's language choices.<br>• To use appropriate terminology.<br>• L.O: To identify when the perfect form of verbs have |

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| | information concisely. – (Y5 Recap)<br>• To describe settings, characters and atmosphere with effective language choices. – (Y5 Recap)<br>• To apply the rules associated with direct speech. (split speech)<br>• To integrate dialogue into narratives to convey character. (more subtle examples through show not tell)<br>• To integrate dialogue to advance the action. | items are separated by commas)<br>• To use semi-colons within lists. (a complex list sentence where more detail is provided about each item)<br>• To create complex list sentences. (using colons and semi-colons)<br>• To précis longer passages.<br>• L.O: To use a range of devices to build cohesion within paragraphs.<br>• L.O: To link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, | • To use and apply the active and passive voice effectively.<br>• To correctly list information when using bullet points.<br>• To identify parenthesis. – (Y5 Recap)<br>• To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas) – (Y5 Recap)<br>• To use a range of organisational and presentational devices to structure a text (numbered lists, bullet points, headings and sub-headings, information boxes) – (Y5 Recap) | | • To use paragraphs for impact and effect (e.g. e.g. dramatic effect, length of paragraph, pace of change)<br>• To integrate dialogue into narratives to convey character. (more subtle examples through show not tell)<br>• To integrate dialogue to advance the action.<br>• To describe settings, characters and atmosphere with effective language choices. – (Y5 Recap) | been used to mark relationships of time and cause.<br>• L.O: To use the perfect form of verbs to mark relationships of time and cause.<br>• L.O: To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns)<br>• L.O: To link ideas across paragraphs (using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly – or tense choices e.g. he had seen her before)<br>• L.O: To use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. |
| **Reading** | **Book Talk:**<br>'The Lost Words' by Robert Macfarlane<br><br>'The Savage' by David Almond<br><br>'Wonder' by R.J. Palacio<br><br>**Teacher Read Class Stories:**<br>'The Middler' by Kirsty Applebaum<br>**Science Texts:**<br>'Energy Island: How One Community Harnessed the Wind and Changed Their World' by Allan Drummond (Electricity) | **Book Talk:**<br>'Wonder' by R.J. Palacio<br><br>**Teacher Read Class Stories:**<br>'Frozen In Time' by Ali Sparkes<br><br>**Science Texts:**<br>'Karl, Get Out of the Garden!: Carolus Linnaeus and the Naming of Everything' by Anita Sanchez (Living things and their habitats) | **Book Talk:**<br>'Memorial' by Gary Crew<br><br>'Skellig' by David Almond<br><br>**Teacher Read Class Stories:**<br>'Room 13' by Robert Swindells<br><br>**Science Texts:**<br>'The King Who Banned the Dark' by Emily Haworth-Booth (Light) | **Book Talk:**<br>'Goodnight, Mister Tom' by Michelle Magorian<br><br>**Teacher Read Class Stories:**<br>'EREN' by Simon P. Clark<br><br>**Science Texts:**<br>'The Fastest Boy in the World' by Elizabeth Laird (Animals, including humans) | **Book Talk:**<br>'The Final Year' by Matt Goodfellow<br><br>'The Nowhere Emporium' by Ross MacKenzie<br><br>**Teacher Read Class Stories:**<br>'Can You See Me?' by Libby Scott and Rebecca Westcott<br><br>**Science Texts:**<br>'The Molliebird – An Evolution Story' by Jules Pottle (Evolution) | **Book Talk:**<br>'The Nowhere Emporium' by Ross MacKenzie<br><br>**Teacher Read Class Stories:**<br>'TROOFRIEND' by Kirsty Applebaum |
| **Spelling Rules** | 1.Challenge Words.<br><br>2.Challenge Words.<br><br>3.Challenge Words.<br><br>4.Challenge Words.<br><br>5.Challenge Words.<br><br>6.Challenge Words.<br><br>7.Challenge Words. | 8.Challenge Words.<br><br>9.Challenge Words.<br><br>10.Challenge Words.<br><br>11.Spelling Rules: Words with the short vowel sound /i/ spelled y.<br><br>12.Spelling Rules: Words with the long vowel sound /i/ spelled with a y.<br><br>13.Spelling Rules: Adding the prefix '-over' to verbs. | 14.Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'<br><br>15.Spelling Rules: Words which can be nouns and verbs.<br><br>16.Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'<br><br>17.Spelling Rules: Words with a 'soft c' spelled /ce/.<br><br>18.Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite | 19.Spelling Rules: Words with the /f/ sound spelled ph.<br><br>20.Spelling Rules: Words with origins in other countries.<br><br>21.Spelling Rules: Words with unstressed vowel sounds.<br><br>22.Spelling Rules: Words with endings /shuhl/ after a vowel letter.<br><br>23.Spelling Rules: Words with endings /shuhl/ after a consonant letter. | 24.Spelling Rules: Words with the common letter string 'acc' at the beginning of words.<br><br>25.Spelling Rules: Words ending in '-ably.'<br><br>26.Spelling Rules: Words ending in '-ible'<br><br>27.Spelling Rules: Adding the suffix '-ibly' to create an adverb.<br><br>28.Spelling Rules: Changing '-ent' to '–ence.' | 29.Spelling Rules: -er, -or, -ar at the end of words.<br><br>30.Spelling Rules: Adverbs synonymous with determination.<br><br>31.Spelling Rules: Adjectives to describe settings.<br><br>32.Spelling Rules: Vocabulary to describe feelings.<br><br>33.Spelling Rules: Adjectives to describe character.<br><br>34.Grammar Vocabulary.<br><br>35.Grammar Vocabulary. |