

Hayes Primary School
Year 6 English Curriculum 2022-2023

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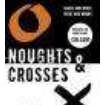



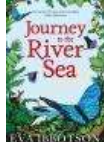

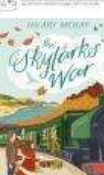






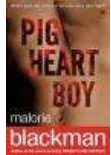









<p>punctuation focus</p>	<ul style="list-style-type: none"> • Apostrophes for possession • Conjunctions • Semi colons and colons • Parenthesis <p>New learning:</p> <ul style="list-style-type: none"> • Features and purpose of writing (e.g. third person for character description) • Character voice • Dashes (e.g. bad, bad, bad - ____ and parenthesis) • How to write in a formal style to discuss a topic • Appropriate language choices 	<ul style="list-style-type: none"> • Apostrophes for possession • Conjunctions • Semi colons and colons • Parenthesis • Sentence structures (sub clause, parenthesis, main clause) <p>New learning:</p> <ul style="list-style-type: none"> • Features and purpose of writing (e.g. third person for character description) • Character voice • Dashes (e.g. bad, bad, bad - ____ and parenthesis) • How to write in a formal style to discuss a topic • Appropriate language choices • Commas in the correct place (e.g. no comma splicing) • Cohesion – linking paragraphs and ensuring writing flows • Active and passive voice 	<ul style="list-style-type: none"> • Apostrophes for possession • Conjunctions • Semi colons and colons • Parenthesis • Sentence structures (sub clause, parenthesis, main clause) • Speech • Model verbs and commands • Dashes and hyphens <p>New learning:</p> <ul style="list-style-type: none"> • Features and purpose of writing (e.g. third person for character description) • Character voice • Dashes (e.g. bad, bad, bad - ____ and parenthesis) • Appropriate language choices • Commas in the correct place (e.g. no comma splicing) • Cohesion – linking paragraphs and ensuring writing flows • Adding detail to narrative • Advanced punctuation • How to build tension 	<ul style="list-style-type: none"> • Apostrophes for possession • Conjunctions • Semicolons and colons • Parenthesis • Sentence structures (sub clause, parenthesis, main clause) • Speech • Model verbs and commands • Dashes and hyphens <p>New learning:</p> <ul style="list-style-type: none"> • Features and purpose of writing (e.g. third person for character description) • Character voice • Dashes (e.g. bad, bad, bad - ____ and parenthesis) • Appropriate language choices • Commas in the correct place (e.g. no comma splicing) • Cohesion – linking paragraphs and ensuring writing flows • Adding detail to narrative • Advanced punctuation • How to build tension • Writing formally to 	<ul style="list-style-type: none"> • Apostrophes for possession • Conjunctions • Semicolons and colons • Parenthesis • Sentence structures (sub clause, parenthesis, main clause) • Speech • Model verbs and commands • Dashes and hyphens <p>New learning:</p> <ul style="list-style-type: none"> • Features and purpose of writing (e.g. third person for character description) • Character voice • Dashes (e.g. bad, bad, bad - ____ and parenthesis) • Appropriate language choices • Commas in the correct place (e.g. no comma splicing) • Cohesion – linking paragraphs and ensuring writing flows • Adding detail to narrative • Advanced punctuation 	<ul style="list-style-type: none"> • Contractions • Apostrophes for possession • Conjunctions • Semicolons and colons • Parentheses • Sentence structures (sub clause, parenthesis, main clause) • Speech • Model verbs and commands • Dashes and hyphens <p>New learning:</p> <ul style="list-style-type: none"> • Features and purpose of writing (e.g. third person for character description) • Character voice • Dashes (e.g. bad, bad, bad - ____ and parenthesis) • Appropriate language choices • Commas in the correct
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			<ul style="list-style-type: none"> Effective figurative language 	<p>discuss a global issue</p> <ul style="list-style-type: none"> Effective story openings punctuation and distinguishing between the language of speech Using a range of accurate punctuation for effect 	<ul style="list-style-type: none"> How to build tension Writing formally to discuss a global issue Effective story openings punctuation and distinguishing between the language of speech Using a range of accurate punctuation for effect Writing formally to discuss a global issue Debate and formal writing Persuasive writing Purpose of writing 	<p>place (e.g. no comma splicing)</p> <ul style="list-style-type: none"> Cohesion – linking paragraphs and ensuring writing flows Adding detail to narrative Advanced punctuation How to build tension Writing formally to discuss a global issue Effective story openings punctuation and distinguishing between the language of speech Using a range of accurate punctuation for effect Writing formally to discuss a global issue Debate and formal writing Persuasive writing
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						<ul style="list-style-type: none"> • Purpose of writing • Creating atmosphere in narratives • Including description in narratives
Spelling focus	Homophones -ed endings - doubling the consonant -gue or -que	-cious or -tious Endings which sound like 'shul -ant, -ance/-ancy -ent, -ence/-ency	-able and - ably - ible and -ibly -Adding suffixes beginning with vowel letters to words ending in -fer	-Words containing the letter-string ough -Words with silent letters	-Use of the hyphen -Words with the long /e/ sound spelt ei after c	Homophones
Handwriting	Pupils should be taught to: -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					
Composition	Pupils should be taught to: <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 ○ précisising 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: <ul style="list-style-type: none"> ○ 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 ● proofread for spelling and punctuation errors 					

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class reading texts	   	     	   	    	     	   
Text Titles	-Wonder (fiction) -Voyage of Sparrowhawk (fiction) -Jabberwocky (poem) -The Cave (fiction) -King Midas and the Golden Wish (Greek mythology)	-Kenzuke's Kingdom (fiction) -Macbeth (Shakespearean play) -We Refugees (poem) -Noughts and Crosses (fiction) -F is for Fox (poem) -Sea Monsters (non-fiction)	-Journey to the River Sea (fiction) -The Secrets of the Staffroom (fiction) -Skylark's War (fiction) -The Way of the Dodo (non-fiction)	-Hound of the Baskervilles (fiction) -Private Peaceful (fiction) -Walking with Hunters (diary entry) -Car-free world (non-fiction) -Titanic (newspaper)	-Pig Heart Boy (fiction) -The Plague (historical non-fiction) -Auggie and Me (fiction) -Once (fiction) -Wild Cats (non-fiction) -Astronauts (fiction)	-Black Beauty (classical fiction) -In the Company of a Thief (fiction) -Melissa (fiction) -Tiny Plastic, Big problem (non-fiction)

		-Craggy's Misadventure (fiction)		article)		
Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 					
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 1 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 where necessary ● provide reasoned justifications for their views 					