## Hayes Primary School Year 6 English Curriculum 2022-2023

	Writing							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Core English texts	SKELLIG Build Strate	ATHERE A	Journey River Sea	private peaceful Annual	PIG HEART BOY Mackman	MELISSA		
Non text based						Palm oil project		
Genre and plot structure	Fiction Science fiction	Non-fiction Fiction Shakespeare play	Fiction Video clip	WW1 fiction Video clip - deforestation	Fiction	Fiction Video clip		
Extended writing outcomes	Wonder -Speech based on research -Precept essay -Character description Skellig -Setting description -Diary entry -Poem -Informal letter	Benjamin Zephaniah -Biography Kensuke's Kingdom -Monologue -Diary entry -Newspaper report Macbeth -Story summary -Character description -Fictional letter	Journey to the river <u>sea</u> -Diary entry -Description -Story -Poetry	Private Peaceful -War poetry -Letter -Character description -Story	Pig Heart Boy -Formal letter -Monologue	Melissa -Newspaper report -Character analysis -Story told from another perspective Palm Oil project -Formal letter <u>Titanium</u> – (Music video) -Narrative writing		
Vocab, grammar and	Embedding skills: • Contractions	Embedding skills: • Contractions	Embedding skills: • Contractions	Embedding skills: • Contractions	Embedding skills: • Contractions	Embedding skills:		

punctuation	Apostrophes	Apostrophes for	Apostrophes	Apostrophes	Apostrophes	Contractio
focus	for	<ul> <li>Apositophes tor possession</li> </ul>	for possession	• Apositophes for	• Apositophes for	ns
locus	possession	<ul> <li>Conjunctions</li> </ul>	Conjunctions	possession	possession	<ul> <li>Apostroph</li> </ul>
	Conjunctions	Conjunctions	Conjunctions	Conjunctions	<ul> <li>Conjunction</li> </ul>	es for
		Semi colons	Semi colons		s	possessio
	<ul> <li>Semi colons</li> </ul>	and colons	and colons	Semicolons	5	n
	and colons	<ul> <li>Parenthesis</li> </ul>	Parenthesis	and colons	Semicolons	Conjunctio
	Parenthesis			Parenthesis	and colons	ns
		<ul> <li>Sentence</li> </ul>	Sentence		<ul> <li>Parenthesis</li> </ul>	115
	New learning:	structures (sub	structures	Sentence		Semicolon
	<ul> <li>Features</li> </ul>	clause,	(sub clause,	structures	Sentence	s and
	and purpose	parenthesis,	parenthesis,	(sub clause,	structures	colons
	of writing	main clause)	main clause)	parenthesis,	(sub clause,	<ul> <li>Parenthesi</li> </ul>
	(e.g. third	New learning:	Speech	main clause)	parenthesis,	S
	person for	<ul> <li>Features and</li> </ul>	Model verbs	Speech	main clause)	-
	character	purpose of	and	Model verbs	Speech	<ul> <li>Sentence</li> </ul>
	description)	writing (e.g.	commands	and	<ul> <li>Model verbs</li> </ul>	structures
	Character	third person for	<ul> <li>Dashes and</li> </ul>	commands	and	(sub
	voice	character			commands	clause,
	Dashes (e.g.	description)	hyphens			parenthesi
	bad, bad,	Character voice	New learning:	hyphens		s, main
	bad	<ul> <li>Dashes (e.g.</li> </ul>	Features and	New learning:	hyphens	clause)
	and	bad, bad, bad -	purpose of	Features and	New learning:	<ul> <li>Speech</li> </ul>
	parenthesis)	and	writing (e.g.	purpose of	Features	
	How to write	parenthesis)	third person	writing (e.g.	and purpose	
	in a formal	<ul> <li>How to write in</li> </ul>	for character	third person	of writing	verbs and
	style to	a formal style to	description)	for character	(e.g. third	commands
	discuss a	discuss a topic	Character	description)	person for	Dashes
	topic	<ul> <li>Appropriate</li> </ul>	voice	Character	character	and
	Appropriate	language	• Dashes (e.g.	voice	description)	hyphens
	language	choices	bad, bad, bad	• Dashes (e.g.	Character	New
	choices	0101063	and	bad, bad, bad	voice	learning:
		• Commas in the	parenthesis)	and	• Dashes (e.g.	<ul> <li>Features</li> </ul>
		correct place	Appropriate	parenthesis)	bad, bad,	and
		(e.g. no comma	language	<ul> <li>Appropriate</li> </ul>	bad	purpose of
			choices	language	and	writing
		<ul><li>splicing)</li><li>Cohesion –</li></ul>	Commence	choices	parenthesis)	(e.g. third
			Commas in		<ul> <li>Appropriate</li> </ul>	person for
		linking	the correct	Commas in	language	character
		paragraphs and	place (e.g. no	the correct	choices	descriptio
		ensuring writing	comma	place (e.g. no		n) .
		flows	splicing)	comma	Commas in	Character
		<ul> <li>Active and</li> </ul>	Cohesion –	splicing)	the correct	voice
		passive voice	linking	Cohesion –	place (e.g.	<ul> <li>Dashes</li> </ul>
			paragraphs	linking	no comma	(e.g. bad,
			and ensuring	paragraphs	splicing)	bad, bad -
			writing flows	and ensuring	Cohesion –	and
			Adding detail	writing flows	linking	parenthesi
			• Adding detail to narrative	Adding detail	paragraphs	s)
				• Adding detail to narrative	and	<ul> <li>Appropriat</li> </ul>
					ensuring	e
			punctuation	Advanced	-	language
			How to build	punctuation	writing flows	choices
			tension	How to build	Adding	choices
				tension	detail to	Commas
					narrative	in the
				Writing	Advanced	
				formally to	punctuation	correct

	<ul> <li>Effective figurative language</li> <li>Effective story openings</li> <li>punctuation and distinguishing between the language of speech</li> <li>Using a range of accurate punctuation for effect</li> </ul>	<ul> <li>How to build tension</li> <li>Writing formally to discuss a global issue</li> <li>Effective story openings</li> <li>punctuation and distinguishin g between the language of speech</li> <li>Using a range of accurate punctuation for effect</li> <li>Writing formally to discuss a global issue</li> <li>Debate and formal writing</li> <li>Persuasive writing</li> <li>Purpose of writing</li> </ul>	<ul> <li>place (e.g. no comma splicing)</li> <li>Cohesion <ul> <li>linking paragraph s and ensuring writing flows</li> </ul> </li> <li>Adding detail to narrative</li> <li>Advanced punctuatio n</li> <li>How to build tension</li> <li>Writing formally to discuss a global issue</li> <li>Effective story openings</li> <li>punctuatio n and distinguish ing between the language of speech</li> <li>Using a range of accurate punctuatio n for effect</li> <li>Writing formally to discuss a global issue</li> </ul>
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						<ul> <li>Purpose of writing</li> <li>Creating atmospher e in narratives</li> <li>Including description in narratives</li> </ul>				
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	-choosing which sh	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										
•••••	• plan their writing by:									
	- planti	plan their writing by:								
			udience for and purpos ting as models for thei		cting the appropriate	form and using				
		O noting and deve	loping initial ideas, dra	wing on reading and	research where nec	essary				
	<ul> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>									
	<ul> <li>draft and write by:</li> </ul>									
		<ul> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>								
			scribing settings, char dvance the action	acters and atmospher	e and integrating dia	alogue to convey				
		<ul> <li>précising longer</li> </ul>	passages							
		○ using a wide ran	nge of devices to build	cohesion within and a	cross paragraphs					
			janisational and prese adings, bullet points, ເ		ructure text and to g	juide the reader				
	evaluate and edit by:									
	<ul> <li>assessing the effectiveness of their own and others' writing</li> </ul>									
	<ul> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>									
	<ul> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>									
	<ul> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>									
		between the lan	guage of specch and	whiting and choosing t	ne appropriate regis	lei				

	● perfor clear	m their own composition	ns, using appropriate	intonation, volume, ar	nd movement so that	meaning is
	1		Reading			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class reading texts			<image/> <image/> <image/>	<image/> <section-header><text><text><text><text><text><text><section-header><section-header><section-header><text><text><text><text><text><text><text><text><text><text><text><text><text><text></text></text></text></text></text></text></text></text></text></text></text></text></text></text></section-header></section-header></section-header></text></text></text></text></text></text></section-header>	<image/> <image/> <text></text>	<image/> <image/> <image/>
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) -Astronuts (fiction)	-Black Beauty (classical fiction) -In the Company of a Thief (fiction) -Melissa (fiction) -Tiny Plastic, Big problem (non-fiction)

	Mis	aggy's adventure ion)		article)					
Word reading	<ul> <li>Pupils should be taught to:</li> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as English appendix 1, both to read aloud and to understand the meaning of new words that they meaning</li> </ul>								
Comprehen	Pupils should be taug	nt to:							
sion	<ul> <li>maintain po</li> </ul>	sitive attitudes to	reading and an unders	standing of what they	read by:				
	0	continuing to rea and reference bo	d and discuss an incre ooks or textbooks	easingly wide range o	f fiction, poetry, play	s, non-fiction			
	0	reading books th	at are structured in dif	ferent ways and read	ling for a range of pu	rposes			
	<ul> <li>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</li> </ul>								
	0	recommending b	oooks that they have re	ead to their peers, giv	ing reasons for their	choices			
	$^{\bigcirc}$ identifying and discussing themes and conventions in and across a wide range of writing								
	<ul> <li>making comparisons within and across books</li> </ul>								
	<ul> <li>learning a wider range of poetry by heart</li> </ul>								
	<ul> <li>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</li> </ul>								
	<ul> <li>understand what they read by:</li> </ul>								
	<ul> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>								
	0	<ul> <li>asking questions to improve their understanding</li> </ul>							
	0	<ul> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>							
	<ul> <li>predicting what might happen from details stated and implied</li> </ul>								
	<ul> <li>summarising the main ideas drawn from more than 1 paragraph, identifyi support the main ideas</li> </ul>					ng key details that			
	<ul> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>								
	<ul> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>								
	<ul> <li>distinguish between statements of fact and opinion</li> </ul>								
	<ul> <li>retrieve, record and present information from non-fiction</li> </ul>								
	<ul> <li>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</li> </ul>								
	<ul> <li>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</li> </ul>								
	<ul> <li>provide reasoned justifications for their views</li> </ul>								