

# Keevil CofE Academy English Curriculum Overview Y6

English Y6						
<p>Writing</p>	<p>Biography Key Text: SHACKLTON'S JOURNEY (Biographies and auto biographies)</p> <p>Including 1 session per week free write</p>	<p>Key Text: - COSMIC By Frank Cottrell Boyce</p> <p>Including 1 session per week free write</p>	<p>Key Text THE NOWHERE EMPORIUM By: Ross Mackenzie</p> <p>Including 1 session per week free write</p>	<p>Key Text: WHY THE WHALES CAME BY: Michael Morpurgo</p> <p>Additional texts Letters from the Lighthouse</p>	<p>Poetry The Highwayman</p> <p>Key Text: LOST THINGS BY: Shaun Tan</p> <p>Including 1 session per week free</p>	<p>Key Text: LOST THINGS BY: Shaun Tan</p> <p>Including 1 session per week free write</p>
<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y5</p> <ul style="list-style-type: none"> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>I can use longer noun phrases.</li> <li>I can use adverbials to build cohesions within a paragraph.</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>I can use longer noun phrases.</li> <li>I can use adverbials to build cohesions within a paragraph.</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>I can use a passive voice appropriately in my writing.</li> <li>I can use adverbials to build cohesion in a paragraph.</li> <li>I can use semi-colons, colons and dashes to mark independent clauses in a sentence.</li> <li>I can use hyphens to avoid confusion.</li> <li>I can use longer noun phrases.</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>I can use a passive voice appropriately in my writing.</li> <li>I can use adverbials to build cohesion in a paragraph.</li> <li>I can use semi-colons, colons and dashes to mark independent clauses in a sentence.</li> <li>I can use hyphens to avoid confusion.</li> <li>I can use longer noun phrases.</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use modal verbs and adverbs to show a range of possibility.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> <li>I can use a passive voice appropriately in my writing.</li> <li>I can use adverbials to build cohesion in a paragraph.</li> <li>I can use semi-colons, colons and dashes to mark independent clauses in a sentence.</li> <li>I can use hyphens to avoid confusion.</li> <li>I can use longer noun phrases.</li> <li>I can use a colon to introduce a list and semi-colons within a list.</li> <li>I can use past perfect verbs to show relationships between time and cause.</li> <li>I can identify and use the subjunctive mood.</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use modal verbs and adverbs to show a range of possibility.</li> <li>I can use present perfect verbs to show relationships between time and cause.</li> <li>I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> <li>I can use modal verbs and adverbs to show a range of possibility.</li> <li>I can use present perfect verbs to show relationships between time and cause.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <li>I can use a passive voice appropriately in my writing.</li> <li>I can use adverbials to build cohesion in a paragraph.</li> <li>I can use semi-colons, colons and dashes to mark independent clauses in a sentence.</li> </ul>

						<ul style="list-style-type: none"> <li>• I can use hyphens to avoid confusion.</li> <li>• I can use longer noun phrases.</li> <li>• I can use a colon to introduce a list and semi-colons within a list.</li> <li>• I can use past perfect verbs to show relationships between time and cause.</li> <li>• I can identify and use the subjunctive mood.</li> <li>•</li> </ul>
Additional subjects + writing options	Science Earth and Space Non Chronological Report writing, Explanation text		Science – Living things and their habitats Inc. classification, life processes, reproduction and adaptation  Non Chronological Report writing, Explanation text		Science – Light Report writing, Explanation text, Information text	Science –Evolution Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?	Understanding Christianity: INCARNATION 2b.4 – Was Jesus the Messiah?	Discovery RE: ISLAM Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?	Understanding Christianity: SALVATION 2b.6 – What did Jesus do to save human beings		Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?
Reading	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict.</p> <p>Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts.</p> <p>Read the text in small groups/ pairs using think out loud strategy as they do.</p> <p>(focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict.</p> <p>Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts.</p> <p>Read the text in small groups/ pairs using think out loud strategy as they do.</p> <p>(focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict.</p> <p>Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts.</p> <p>Read the text in small groups/ pairs using think out loud strategy as they do.</p> <p>(focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>	
Spelling	<p>Y5</p> <ul style="list-style-type: none"> <li>• Unit 1 words with silent letter b</li> <li>• Special focus words that contain the letter string ough</li> <li>• Unit 2 words ending in-ible</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>• Special focus orange words</li> <li>• Unit 4 words with a silent letter t</li> <li>• Special focus orange words</li> <li>• Unit 5 words ending –ibly, -ably</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>• Unit 6 words ending in –ent</li> <li>• Special focus orange words</li> <li>• Unit 7 words ending in –ence</li> <li>• Special focus orange words</li> <li>• Revision Y6</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>• Unit 8 the ee sound spelt ei</li> <li>• Special focus homophones and other words that are often confused</li> <li>• Uit 9 words ending in –ant, -ance and – ancy</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>• Unit 10 words ending shus spelt –cious</li> <li>• Special focus orange words</li> <li>• Unit 11 words ending in shus spelt –tious</li> </ul>	<p>Y 5</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Unit 3 Words ending able</li> <li>• Revision</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Unit 1 suffixes</li> <li>• Special focus words containing the letter string –ough</li> <li>• Unit 2 suffixes</li> <li>• Special focus Homophones and other words that are often confused</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Unit 3 suffixes</li> <li>• Special focus homophone and other words that are often confused</li> <li>• Unit 4 suffixes</li> <li>• Special focus orange words</li> </ul> <p>Revision</p>	<ul style="list-style-type: none"> <li>• Unit 5 suffixes</li> <li>• Special focus orange words</li> <li>• Unit 6 The sh sound spelt ti or ci</li> <li>• Special focus homophones and other words that are often confused</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Special focus orange words</li> <li>• Revision</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Unit 7 the sh sound spelt si ot –ssi</li> <li>• Special focus orange words</li> <li>• Unit 8 silent letters</li> <li>• Special focus orange words</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Special focus orange words</li> <li>• Unit 12 words ending in shul spelt cial or –tial</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Unit 9 the spelling ei and ie</li> <li>• Special focus hyphens</li> <li>• Unit 10 words ending –iblee and –able</li> <li>• Special focus words common mistakes</li> <li>• Unit plural nouns</li> <li>• Plual nouns</li> </ul>	
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