**Keevil CofE Academy English Curriculum Overview Y6**

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| English Y6 |  |  |  |  |  |  |
| Writing | Biography  Key Text: SHACKLTON’S JOURNEY (Biographies and auto biographies)  Including 1 session per week free write | Key Text: - COSMIC  By Frank Cottrell Boyce  Including 1 session per week free write | Key Text  The Nowhere Emporium  By: Ross Mackenzie  Including 1 session per week free write | Key Text:  Why the Whales Came  by: Michael Morpurgo  Additional texts  Letters from the Lighthouse | Poetry  The Highwayman  Key Text:  Lost Things  By: Shaun Tan  Including 1 session per week free | Key Text:  Lost Things  By: Shaun Tan  Including 1 session per week free write |
| PAG  All PAG should be related to the text you are using and used to improve writing not just as standalone lessons. | Y5   * I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*. * I can use commas within a sentence to ensure meaning is clear.   Y6   * I can use longer noun phrases. * I can use adverbials to build cohesions within a paragraph. | Y5   * I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*. * I can use commas within a sentence to ensure meaning is clear.   Y6   * I can use longer noun phrases. * I can use adverbials to build cohesions within a paragraph. | Y5   * I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. * I can use commas within a sentence to ensure meaning is clear. * I can use ellipsis in an appropriate way in my writing.   Y6   * I can use a passive voice appropriately in my writing. * I can use adverbials to build cohesion in a paragraph. * I can use semi-colons, colons and dashes to mark independent clauses in a sentence. * I can use hyphens to avoid confusion. * I can use longer noun phrases. | Y5   * I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. * I can use commas within a sentence to ensure meaning is clear. * I can use ellipsis in an appropriate way in my writing.   Y6   * I can use a passive voice appropriately in my writing. * I can use adverbials to build cohesion in a paragraph. * I can use semi-colons, colons and dashes to mark independent clauses in a sentence. * I can use hyphens to avoid confusion.   I can use longer noun phrases. | Y5   * I can write complex sentences with relative clauses starting with who, which, where, when, whose or that. * I can use modal verbs and adverbs to show a range of possibility. * I can use ellipsis in an appropriate way in my writing. * I can use a passive voice appropriately in my writing. * I can use adverbials to build cohesion in a paragraph. * I can use semi-colons, colons and dashes to mark independent clauses in a sentence. * I can use hyphens to avoid confusion. * I can use longer noun phrases. * I can use a colon to introduce a list and semi-colons within a list. * I can use past perfect verbs to show relationships between time and cause. * I can identify and use the subjunctive mood. | Y5   * FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING * I can write complex sentences with relative clauses starting with who, which, where, when, whose or that. * I can use modal verbs and adverbs to show a range of possibility. * I can use present perfect verbs to show relationships between time and cause. * I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. * I can use commas within a sentence to ensure meaning is clear. * I can use ellipsis in an appropriate way in my writing. * I can use modal verbs and adverbs to show a range of possibility. * I can use present perfect verbs to show relationships between time and cause.   Y6   * FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING * I can use a passive voice appropriately in my writing. * I can use adverbials to build cohesion in a paragraph. * I can use semi-colons, colons and dashes to mark independent clauses in a sentence. * I can use hyphens to avoid confusion. * I can use longer noun phrases. * I can use a colon to introduce a list and semi-colons within a list. * I can use past perfect verbs to show relationships between time and cause. * I can identify and use the subjunctive mood. |
| 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 | Vocabulary/Word meaning  Prior knowledge  Associated with the reading  Summarise the story so far  Teacher reads  Children to infer and predict.  Think out loud and involve the children through questioning and thinking/feeling/  Happening prompts.  Read the text in small groups/ pairs using think out loud strategy as they do.  (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 | | Vocabulary/Word meaning  Prior knowledge  Associated with the reading  Summarise the story so far  Teacher reads  Children to infer and predict.  Think out loud and involve the children through questioning and thinking/feeling/  Happening prompts.  Read the text in small groups/ pairs using think out loud strategy as they do.  (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 | | Vocabulary/Word meaning  Prior knowledge  Associated with the reading  Summarise the story so far  Teacher reads  Children to infer and predict.  Think out loud and involve the children through questioning and thinking/feeling/  Happening prompts.  Read the text in small groups/ pairs using think out loud strategy as they do.  (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 | |
| Spelling | Y5   * Unit 1 words with silent letter b * Special focus words that contain the letter string ough * Unit 2 words ending in-ible * Unit 3 Words ending able * Revision   Y6   * Unit 1 suffixes * Special focus words containing the letter string –ough * Unit 2 suffixes * Special focus Homophones and other words that are often confused * Revision | Y5   * Special focus orange words * Unit 4 words with a silent letter t * Special focus orange words * Unit 5 words ending –ibly, -ably * Revision   Y6   * Unit 3 suffixes * Special focus homophone and other words that are often confused * Unit 4 suffixes * Special focus orange words   Revision | Y5   * Unit 6 words ending in –ent * Special focus orange words * Unit 7 words ending in –ence * Special focus orange words * Revision   Y6   * Unit 5 suffixes * Special focus orange words * Unit 6 The sh sound spelt ti or ci * Special focus homophones and other words that are often confused * Revision | Y5   * Unit 8 the ee sound spelt ei * Special focus homophones and other words that are often confused * Uit 9 words ending in –ant, -ance and – ancy * Special focus orange words * Revision   Y6   * Unit 7 the sh sound spelt si ot –ssi * Special focus orange words * Unit 8 silent letters * Special focus orange words * Revision | Y5   * Unit 10 words ending shus spelt –cious * Special focus orange words * Unit 11 words ending in shus spelt –tious * Special focus orange words * Unit 12 words endingin shul spelt cial or –tial   Y6   * Unit 9 the spelling ei and ie * Special focus hyphens * Unit 10 words ending –iblee and –able * Special focus words common mistakes * Unit plural nouns * Plual nouns | Y 5   * Revision * Assessment   Y6   * Revision * assessment |