**Keevil CofE Academy English Curriculum Overview Y6**

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| English Y6 |  |  |  |  |  |  |
| Writing  | BiographyKey Text: SHACKLTON’S JOURNEY (Biographies and auto biographies)Including 1 session per week free write | Key Text: - COSMICBy Frank Cottrell BoyceIncluding 1 session per week free write | Key TextThe Nowhere Emporium By: Ross MackenzieIncluding 1 session per week free write | Key Text: Why the Whales Cameby: Michael MorpurgoAdditional textsLetters from the Lighthouse | PoetryThe HighwaymanKey Text:Lost ThingsBy: Shaun TanIncluding 1 session per week free | Key Text:Lost ThingsBy: Shaun TanIncluding 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.
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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.
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Y6 * FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING
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| Additional subjects + writing options | Science Earth and SpaceNon Chronological Report writing, Explanation text | Science – Living things and their habitatsInc. classification, life processes, reproduction and adaptationNon Chronological Report writing, Explanation text | Science – LightReport writing, Explanation text, Information text | Science –EvolutionReport writing, Explanation text, Information text |
| Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary? | Understanding Christianity: INCARNATION2b.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: SALVATION2b.6 – What did Jesus do to save human beings  |  | Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary? |
| Reading | Vocabulary/Word meaningPrior knowledgeAssociated with the readingSummarise the story so farTeacher readsChildren 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 intonationModel the taught reading skill eg:Skimming/scanning, text-marking or short answer question type.Questions to read and answer (short answer formats) Multiple choiceSimple retrievalOrderingTrue/falseMatchingVisualisationFind and copy a phrase/wordInterrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text | Vocabulary/Word meaningPrior knowledgeAssociated with the readingSummarise the story so farTeacher readsChildren 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 intonationModel the taught reading skill eg:Skimming/scanning, text-marking or short answer question type.Questions to read and answer (short answer formats) Multiple choiceSimple retrievalOrderingTrue/falseMatchingVisualisationFind and copy a phrase/wordInterrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text | Vocabulary/Word meaningPrior knowledgeAssociated with the readingSummarise the story so farTeacher readsChildren 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 intonationModel the taught reading skill eg:Skimming/scanning, text-marking or short answer question type.Questions to read and answer (short answer formats) Multiple choiceSimple retrievalOrderingTrue/falseMatchingVisualisationFind and copy a phrase/wordInterrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary 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
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