

# Keevil CofE Academy English Curriculum Overview Y5/6

English Y6						
<p>Rotation 2 Writing</p>	<p>Key Text: Clockwork By Phillip Pullman</p> <p>Including 1 session per week free write</p>	<p>Key Text: Harry Potter and the Chamber of Secrets by JK Rowling</p> <p>Including 1 session per week free write</p>	<p>Key Text: The Explorers By Katherine Rundell</p> <p>Including 1 session per week free write</p>	<p>Key Text: Greek Myths</p> <p>Including 1 session per week free write</p>	<p>Key Text: The Hunger Games</p> <p>Including 1 session per week free write</p>	<p>Key Text: The Hunger Games</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> <li>I can use hyphens to avoid confusion.</li> </ul>

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Additional subjects + writing options	Science – Forces and Friction – Non Chronological Report writing, Explanation text		Science – Electricity Instructions, report writing		Science – Materials Non Chronological Report writing, Explanation text	Science –Humans Report writing, Explanation text, Information text
	Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving	Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?	Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today? DT Biscuit making linked to science changing materials Instructions	Understanding Christianity: SALVATION 2b.7 – What difference does the resurrection make for Christians?	Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving	Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?
Reading	<p>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</p>		<p>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</p>		<p>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</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> <li>• Unit 3 Words ending able</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> <li>• Revision</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</li> <li>• Y6</li> <li>• Unit 5 suffixes</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> <li>• Special focus orange words</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> <li>• Special focus orange words</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>

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