**KEY STAGE 2 Year 6 CURRICULUM OVERVIEW 2024 – 2025**

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| **YR6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Diary entries, Explanations (sci experiment), Dialogue, Non-chronological reportsOwn version ‘issues and dilemmas’ narrative | Diary entries, Explanations (sci experiment), Dialogue, Non-chronological reportsOwn version ‘issues and dilemmas’ narrative | Retelling from a particular viewpoint, analyses, dialogueReading and Comprehension of different articlesGrammar, Punctuation and language strategies | Journalistic WritingFormal LettersLonger narrative in present and past tense | Diary entries Explanations DialogueNon-chronological reportsOwn version ‘issues and dilemmas’ narrative | Diary entries Explanations DialogueNon-chronological reportsOwn version ‘issues and dilemmas’ narrative |
| **Linked Text** | ***The Unforgotten Coat*** | ***Windrush Child*** | ***Grimm Tales: For Young and Old*** | ***Anne Frank’s Diary*** | ***Romeo and Juliet***  | ***Some Places More Than Others***  |
| **Alternative Text** | ***The Invention of Hugo Cabret*** | ***The Boy in The Tower*** | ***Beowulf*** | ***Story of Tutankhamen***  |
| **Key new knowledge** | **Word Reading** • root words, prefixes and suffixes as listed in English Appendix 1• synonyms and antonyms [for example, big, large, little].**Writing Transcription (Spelling and Handwriting)** • Identify antonyms • Use further prefixes and suffixes and understand the guidance for adding them (-tion, -ment & -ness)**Reading Comprehension Understand what they read by:** • discussing their understanding and exploring the meaning of words in context • Asking questions • Drawing inferences • Predicting what might happen • Summarise the main ideas • Identify language, structure and presentation • Participating in discussions about books **Vocabulary, Grammar & Punctuation** • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Use of the passive to affect the presentation of information in a sentence • Indicating degrees of possibility using adverbs • Use of commas to clarify meaning or avoid ambiguity • Use of the colon to introduce a list and use of semi-colons within lists | **Word Reading** Pupils should be taught to:• Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1**Writing Transcription (Spelling and Handwriting)** • Use further prefixes and suffixes • Use dictionaries accurately • Use a thesaurus **Reading Comprehension Maintain positive attitudes to reading and understanding of what they read by:** • Continuing to read and discuss an increasingly wide range of texts • Increasing their familiarity with a wide range of texts • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform**Understand what they read by:** • Checking that the book makes sense to them• Asking questions to improve their understanding • Drawing inferences • Predicting what might happen from details stated and implied• Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves • Explain and discuss their understanding of what they have read• Provide reasoned justifications for their views**Vocabulary, Grammar & Punctuation** Develop their understanding of the concepts set out in English Appendix 2 by: • Recognising vocabulary and structures that are appropriate for formal speech and writing • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses • Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 **Writing (Composition)** Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using a wide range of devices to build cohesion within paragraphs • Using further organisational and presentational devices to structure text Evaluate and edit by: • Assessing the effectiveness of their own and others’ writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, • Distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | **Word Reading** • Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1**Writing Transcription (Spelling and Handwriting)** • Use further prefixes and suffixes and understand the guidance for adding them • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1**Reading Comprehension** • Increasing their familiarity with a wide range of books, • Identifying and discussing themes and conventions across a wide range of writing • Drawing inferences • Participate in discussions about books that are read to them and those they can read for themselves**Vocabulary, Grammar & Punctuation** • Indicating degrees of possibility using adverbs or modal verbs • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis**Writing (Composition)** • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • Assessing the effectiveness of their own and others’ writing • Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | **Word Reading** • Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1**Writing Transcription (Spelling and Handwriting)** • Use further prefixes and suffixes and understand the guidance for adding them • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1**Reading Comprehension** • 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 • Making comparisons within and across books asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Identifying and discussing themes and conventions in and across a wide range of writing**Vocabulary, Grammar & Punctuation** • Indicating degrees of possibility using adverbs or modal verbs • Devices to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number or tense • How words are related by meaning as synonyms and antonyms • The difference between structures typical of informal speech and structures appropriate for formal speech and writing **Writing (Composition)** • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Using a wide range of devices to build cohesion within and across paragraphs • Assessing the effectiveness of their own and others’ writing • Ensuring the consistent and correct use of tense throughout a piece of writing | **Word Reading** • Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1**Writing Transcription (Spelling and Handwriting)** • Use further prefixes and suffixes and understand the guidance for adding them**Reading Comprehension** • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • 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 • Identifying and discussing themes and conventions in and across a wide range of writing • Learning a wider range of poetry by ear • 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 • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Participating 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 • Providing reasoned justifications for their views**Vocabulary, Grammar & Punctuation** • Use of the present perfect form of verbs instead of the simple past • Expressing time, place and cause using conjunctions, adverbs, or prepositions • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Indicating degrees of possibility using adverbs or modal verbs • Brackets, dashes or commas to indicate parenthesis**Writing (Composition)** • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Assessing the effectiveness of their own and others’ writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | **Word Reading** • Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1**Writing Transcription (Spelling and Handwriting)** • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • 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**Reading Comprehension** • Identifying and discussing themes and conventions • 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 • Discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • 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 • Explain and discuss their understanding of what they have read, including through formal presentations and debates**Vocabulary, Grammar & Punctuation** • Using expanded noun phrases to convey complicated information concisely • Using adverbs to indicate degrees of possibility • Using commas to clarify meaning or avoid ambiguity in writing • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list**Writing (Composition)** • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Précising longer passages • Using a wide range of devices to build cohesion across paragraphs • Assessing the effectiveness of their own and others’ writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors |
| **Assessments** | Formative assessment* Effective questioning
* DIRT work

Summative assessment* Pupils are to produce their own information text/non-chronological report about Mongolia
* Pupils are to produce an extended narrative; including planning, drafting and editing this piece.
 | Formative assessment* Effective questioning
* DIRT work

Summative assessment* Pupils are to produce their own diary entry
* Pupils are to produce an extended piece of writing, plan a new monument to the Windrush generation; including planning, drafting and editing this piece.
 | Formative assessment* Effective questioning
* DIRT work

Summative assessment* Pupils are to produce their own diary entry
* Pupils are to produce an extended piece of writing; including planning, drafting and editing this piece.
 | Formative assessment* Effective questioning
* DIRT work

Summative assessment* Pupils are to produce their own diary entry
* Pupils are to produce an newspaper article.
 | Formative assessment* Effective questioning
* DIRT work

Summative assessment* Pupils are to produce their own diary entry
* Pupils are to produce an extended piece of writing, including planning, drafting and editing this piece.
 | Formative assessment* Effective questioning
* DIRT work

Summative assessment* Pupils are to produce their own diary entry
* Pupils are to produce a memory map of their local area / life.
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