**KEY STAGE 2 Year 6 CURRICULUM OVERVIEW 2025.26**

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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 reports  Own version ‘issues and dilemmas’ narrative | Diary entries, Explanations (sci experiment), Dialogue,  Non-chronological reports  Own version ‘issues and dilemmas’ narrative | Retelling from a particular viewpoint, analyses, dialogue  Reading and Comprehension of different articles  Grammar, Punctuation and language strategies | Journalistic Writing  Formal Letters  Longer narrative in present and past tense | Diary entries Explanations Dialogue  Non-chronological reports  Own version ‘issues and dilemmas’ narrative | Diary entries Explanations  Dialogue  Non-chronological reports  Own 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. |