

English Overview Year 6 2026 - 2027

Term 1.1	
Reading	Writing
<u>Outcomes – see NC Statutory Requirements (in bold)</u> • Read books that are structured in different ways and reading for a range of purpose; • Ask questions to improve understanding; • Predict what might happen from details stated and implied; • Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader; • Read and discuss an increasingly wide range of fiction. Class Novel – Street Child by Berlie Doherty Aladdin – TFW unit Focus endings & description Innovation- alteration Non-fiction - Biographies Poetry Spine – The Raven by Edgar Allan Poe Comprehension Focus – Vocabulary Ninja texts Retrieval and vocabulary Focus – Endings and setting description	<u>National Curriculum Outcomes (in bold)</u> • In narratives, describe settings characters and atmosphere; • Use commas to clarify meaning or avoid ambiguity; • Ensuring the correct subject and verb agreement when using singular and plural; • Noting and developing initial ideas, drawing on reading and research where necessary; • Use expanded noun phrases to convey complicated information concisely; • Proof read for spelling and punctuation errors. • Using the perfect form of the verbs to mark relationship of time and cause; • Using further organisation and presentation devices to structure text and to guide the reader (for example, headlines, caption); • Use relative clauses beginning with who, which, where, when, whose, that or with an implies (e.g. omitted) relative pronoun; • Recognising vocabulary and structures that are appropriate for formal speech and writing. <u>Suggested Writing</u> Defeat the Monster – Aladdin IA - Write their own Defeat the Monster story I am poem (describing a villain) Sentence work using with 3 words and 2 words to manipulate the clause structure. Practice using a selection of the tools taught to create a paragraph where two characters meet. Setting description describing room/surroundings Sentence work contextualising the tools used from the toolkit. • Biography – Inspirational person. <u>SPAG Focus</u> • Capital letters • Adjectives • Determiners (articles) • Subject-verb agreement • Brackets, dashes or commas to indicate parenthesis • Expanded noun phrases • Coordination • Prepositional phrases • Relative clauses

Term 1.2	
Reading	Writing
<u>Outcomes – see NC Statutory Requirements</u> • 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; • Read and discuss a wide range of poetry; • Retrieve, record and present information from non-fiction; • Provide reasoned justifications for their views; • Increase their familiarity with a wide range of books, including traditional stories and modern fiction. • Make comparisons within and across books. Class Novel – The Polar Bear Explorers' Club by Alex Bell Red – TFW unit Focus - suspense Innovation- prequel Non-fiction Vocabulary Ninja – non-fiction texts Other suggested linked texts - Shackleton's Journey by William Grill Play scripts (comprehension) Poetry Spine – Caged bird by Maya Angelou Comprehension Focus – Vocabulary Ninja texts Retrieve and vocabulary (find and copy) Complete a table/grid (tick one answer) HA - inference Focus – Suspense	<u>National Curriculum Outcomes (in bold)</u> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • Dialogue to convey character and advance the action • Using hyphens to avoid ambiguity; • Using brackets, dashes or commas to indicate parenthesis; • Assessing the effectiveness of their own and others' writing; • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • Proof read for spelling and punctuation errors. • Using a colon to introduce a list. <u>Suggested Writing</u> Warning story – Red IA - Write their own Warning Story Spine poem (creating suspense) Poetry to prose to build suspense Shared write – change of mood from happy to scary Short-burst - Change of atmosphere using personification Short-burst (shared) – writing a prequel <u>SPAG Focus</u> • Commas • Subordination • Coordination • Tense • Hyphens to avoid ambiguity • Personification • Metaphors

Term 2.1

Reading	Writing
<u>Outcomes – see NC Statutory Requirements</u> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; • Learn a wide range of poetry by heart; • Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience; • Provide reasoned justifications for their views; • Distinguish between statements of fact and opinion. Class Novel – The Boy at the Back of the Class by Onjali Q. Rauf Highwayman – narrative poem Focus - characterisation Innovation – change of viewpoint Non-fiction – Vocabulary Ninja – non-fiction texts Poetry slam Other suggested linked texts Voices in the Park by Anthony Browne Poetry Spine – The Highwayman by Alfred Noyes Comprehension Focus – Vocabulary Ninja texts Vocabulary, inference and sequencing Focus – Characterisation and setting	<u>National Curriculum Outcomes (in bold)</u> • Note and develop initial ideas, drawing on reading and research where necessary; • Use a wide range of devices to build cohesion within and across paragraphs; • Use modal verbs or adverbs to indicate degrees of possibility; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • Using passive verbs to affect the presentation of information in a sentence; • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen; • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear; • Précising longer passages; • Use relative clauses beginning with who, which, where, when, whose, that or with an implies (e.g. omitted) relative pronoun; <u>Suggested Writing</u> Poem linked to The Highwayman's feelings towards Bess Genre switch - Bess's point of view/Tim's point of view using The Highwayman text (First voice and second voice like in Voices in the Park – Anthony Browne) Persuasive advert trying to capture The Highwayman <u>SPAG Focus</u> • Colons/semi-colons or dashes to mark boundaries between independent clauses • Time adverbials • Pronouns • Cohesive devices • Modal verbs • Passive verbs • Relative clauses

Term 2.2

Reading	Writing
<u>Outcomes – see NC Statutory Requirements</u> • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Identify how language, structure and presentation contribute to meaning; • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; • Continue to read and discuss an increasing wide range of non-fiction and reference books or textbooks. Class Novel – Once by Morris Gleitzman Wonder by R.J. Palacio Non-fiction – Monquistar – Non-chronological report Innovation – linked to science Independent – Volcanoes, Rivers, Mountains Wonder text Wonder narrative linked to journey to school (Change of view Focus – characterisation and dialogue Poetry Spine – Invictus by William Ernest Henry Comprehension Focus- Vocabulary Ninja texts Inference/Authorial intent Focus – Characterisation and dialogue	<u>National Curriculum Outcomes (in bold)</u> • Ensure the consistent and correct use of tense throughout a piece of writing; • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • Using a colon to introduce a list. • Using semi-colons, colons or dashes to mark boundaries between independent clauses; • Distinguishing between the language of speech and writing and choosing the appropriate register; • Précising longer passages. • Dialogue to convey character and advance the action <u>Suggested Writing (moderation writing)</u> Short-burst - paragraphs linked to a specific topic. Topic sentences to start each paragraph IA – write about a volcano, river or mountain of choice <u>Wonder/Little Freak</u> Change of view from the point of Jack Will/Mr Tushman Diary entry – Little Freak writing back to his dad (paragraphs) (GDS Dad's POV) Dialogue – Short burst to advance the action <u>SPAG Focus</u> • Colon to introduce a list • Colons/semi-colons or dashes to mark boundaries between independent clauses • Relative clauses • Paragraphing • Modal verbs • Passive verbs • Cohesive devices

Term 3.1

Reading	Writing
<u>Outcomes – see NC Statutory Requirements</u> • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • Recommend books they have read to their peers, giving reasons for their choices; • Increase familiarity with a wide range of books, including books from other cultures and traditions; • Ask questions to improve their understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; Class Novel – Holes by Louis Sachar Non-fiction – Letter Poetry Spine – Ozymandias by Percy Bysshe Shelley Macavity: The Mystery Cat Comprehension Focus – Vocabulary Ninja texts Inference/Authorial intent Focus – Free writes for moderation	<u>National Curriculum Outcomes (in bold)</u> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; • Using the perfect form of the verbs to mark relationship of time and cause; • Punctuating bullet points consistently; • Précis longer passages; • Proof-read for spelling and punctuation errors; • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining); • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • Use a wide range of devices to build cohesion within and across paragraphs. • Use modal verbs or adverbs to indicate degrees of possibility; • Use relative clauses beginning with who, which, where, when, whose, that or with an implies (e.g. omitted) relative pronoun; • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; <u>Suggested Writing</u> SATS week Missing chapter (from the book Holes) in the style of the author, Louis Sachar Letter to authority from one of the boys, Warden or Mr Pendanski <u>SPAG Focus</u> • Semi-colons • Colons • Dashes • Modal verbs/adverbs to indicate degrees of possibility • Coordination/Subordination • Adverbs of time • Cohesive devices • Relative clauses • Direct speech

Term 3.2

Reading	Writing
<u>Outcomes – see NC Statutory Requirements</u> • Identify and discuss themes and conventions in and across a wide range of writing; • Summarize the main ideas drawn from more than one paragraph, identifying key details that support main ideas; • Preparing a play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience; • Ask questions to improve their understanding. Class Novel – Children choose Non-fiction – Balance Argument Non-chronological report Poetry Spine – If by Rudyard Kipling Comprehension Focus – Vocabulary Ninja texts Inference/Authorial intent Focus – Free writes for moderation	<u>National Curriculum Outcomes (in bold)</u> • Note and develop initial ideas, drawing on reading and research where necessary; • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear; • Assess the effectiveness of their own and others' writing; • Proof-read for spelling and punctuation errors; • Use a wide range of devices to build cohesion within and across paragraphs; • Distinguishing between the language of speech and writing and choosing the appropriate register. <u>Suggested Writing</u> Balanced argument – Should SATs be abolished? Current affairs Non-chronological report of choice (e.g. a desert, animal in the desert) <u>SPAG Focus</u> • Informal/formal language • Comma for coordination/subordination • Relative clauses • Paragraphing • Pronouns • Modal verbs