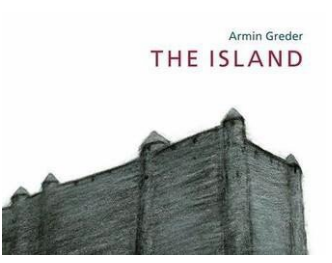
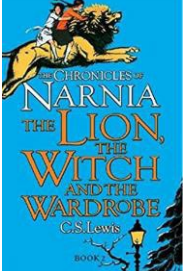
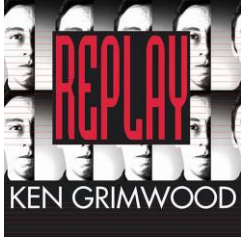
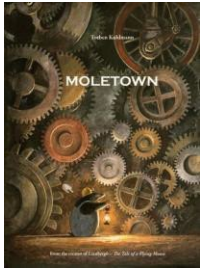
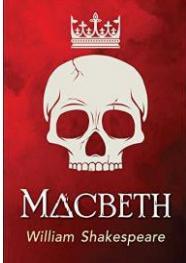


# Curriculum Overview – English

Year 6

Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Learning Objectives:</b></p>	<p>To make inferences from a text To explain the meaning of words in context To identify and explain how narrative content is related and contributes to meaning as a whole To explain how meaning is enhanced through choice of words and phrases</p>	<p>To explain the meaning of words in context To summarise main ideas To identify and explain how content is related and contributes to meaning as a whole To identify and explain how meaning is enhanced through particular words and phrases To make comparisons within a text</p>	<p>To explain the meaning of words in context To summarise the main ideas To make inferences from the text and explain and justify using evidence To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text</p>		<p>To summarise main ideas To form predictions using the details stated and implied To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text</p>	<p>To summarise main ideas To make inferences from the text and explain and justify using evidence To identify and explain how content is related and contributes to meaning as a whole To form predictions using evidence from the text To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases</p>
<p><b>Core texts (subject to change due to interest of children and level of needs)</b></p>						

# Curriculum Overview – English

Year 6

<p><b>SPAG</b></p>	<p>Subject and object of a sentence Antonym Synonym Endings spelt –cious or –tious Endings spelt -ial</p>	<p>Active voice Passive voice Past progressive tense Present progressive tense Words endings –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>Semi-colons Colons Apostrophes for contractions Words ending in –able –ible –ably –ibly</p>	<p>Bullet points Simple past tense Double consonant suffix words Use of the hyphen. e.g. co-operate</p>	<p>Simple present tense Main clause Subordinate clause Words with ei after c Homophones and other words that are often confused</p>	<p>Modal verbs Dashes Subjunctive form Words containing ough Words with ‘silent’ letters Year 5/6 spelling list</p>
<p><b>Hand writing</b></p>	<p>Pupils are taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>		<p>Pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say.</p>		<p>The appropriate handwriting style for a particular task varies. For example, quick notes or a final handwritten version. Children are taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters.</p>	
<p><b>Whole class guided reading</b></p>						
<p><b>Writing</b></p>	<p>Letter Diary entry Monologue</p>	<p>Persuasive writing Poetry Narrative</p>	<p>Monologue Narrative</p>	<p>Narrative Flashback</p>	<p>Monologue Poetry Narrative</p>	<p>Drama Formal letters Editing and redrafting</p>