



Copplesstone English Curriculum Year 6

Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • English text • Author • Key Learning Outcome 	<p>Non-fiction: A drove of Bullocks - <i>Patrick George</i> Key Learning Objective: To write a short report about a collective noun</p> <p>Non-Fiction: Usborne Illustrated Thesaurus Key learning objectives: To create synonyms, to know word classes. Create sentences that show different uses of words and their synonyms</p>	<p>Fiction: Aldolphus Tips - <i>Michael Morpurgo</i> Key Learning Objective: To write a story set in the past</p> <p>Fiction: StoryWorld Christmas Tales - <i>John & Caitlin Matthews</i> Key Learning Outcome: To write a Christmas tale</p>	<p>Non-fiction: Everest - <i>Alexandra Stewart</i> Key Learning Outcome: To write an account of another significant exploration</p> <p>Poetry: The Call - <i>Charlotte Mew</i> Key Learning Objective : To write poetry based on a film</p>	<p>Fiction: Chronicles of Harris Burdick - <i>Chris Van Allsburg</i> Key Learning Objective: To write a short story based on a picture</p> <p>Poetry: The Lost Words - <i>Robert Macfarlane</i> Key Learning Outcome : To write a poem about something from the natural world</p>	<p>Non-Fiction: Women in Science Rachel Ignatofsky Key Learning Outcome: To write a biography about an inspiring person</p> <p>Fiction: Paraphernalia video - Sabrina Cotugno Key Learning Outcome: To write the story of the film</p>	<p>Fiction: ‘No Other Country’ from <i>Tales From Outer Suburbia</i> - <i>Shaun Tan</i> Key Learning Outcome: To write a chronological report/information text about a holiday celebration, rite or ritual either invented or from learning in another subject area</p> <p>Poetry: Earth Verse - <i>Sally M Walker</i> Key Learning Objective: To write haiku poetry about a natural event/process, including technical vocabulary and poetic imagery</p>



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Writing

Writing composition taught in every unit

Planning writing:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Noting and developing initial ideas, drawing on reading and research where necessary

Drafting writing:

- Craft first and second drafts, making improvements by rereading to check that the meaning is clear
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate and Edit:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofread for spelling and punctuation errors

Handwriting & Presentation

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
- Choosing the writing implement that is best suited for a task



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Writing			
Term	Autumn	Spring	Summer
<p>Writing: Grammar & Punctuation</p>	<p>A Drove of Bullocks:</p> <ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Use commas to clarify meaning or avoid ambiguity in writing Use expanded noun phrases to convey complicated information concisely. Use multi-clause sentences punctuated correctly <p>Usbone Illustrated Thesaurus:</p> <ul style="list-style-type: none"> Create synonyms for each word Add word classes to the list of words Create sentences that show different uses of each word and its synonyms <p>Adolphus Tips:</p> <ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis Use hyphens to avoid ambiguity Use dashes to mark the boundary between clauses 	<p>Everest:</p> <ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing Use passive verbs to affect the presentation of information in a sentence Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses Use commas to clarify meaning or avoid ambiguity in writing Use devices to build cohesion within a paragraph Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis Use layout devices (e.g. headings, subheadings, columns, bullets or tables to structure text) 	<p>Women in Science:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing Use passive verbs to affect the presentation of information in a sentence Use expanded noun phrases to convey complicated information concisely Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>Paraphernalia video:</p> <ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple [or progressive] past tense Use adverbs and prepositions to express time, place and cause Use fronted adverbials Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or with an implied (i.e. omitted) relative pronoun Create appropriate atmosphere



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StoryWorld - Christmas Tales:

- Using expanded noun phrases to convey complicated information concisely
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose* and *that*, or with an implied
- Use devices to build cohesion within a paragraph
- Link ideas across paragraphs using a wider range of cohesive devices
- Use a range of punctuation to create clarity for the reader
- Use dialogue to convey character and move the story on

The Call:

- Noting and developing initial ideas, drawing on reading and research where necessary
- Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- Use expanded noun phrases to convey complicated information concisely
- Using commas to clarify meaning or avoid ambiguity in writing
- Using layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text

Chronicles of Harris Burdick:

- Use a range of devices to withhold information from the reader and to hint at information – show not tell
- Describe settings, characters and atmosphere
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Ensure the consistent and correct use of tense throughout a piece of writing

- Convey character and setting effectively
- Maintain a voice and tense consistently throughout
- Use commas to clarify meaning or avoid ambiguity in writing
- Use devices to build cohesion within a paragraph

No Other Country:

- Recognise vocabulary and structures that are appropriate for formal speech and writing
- Use passive verbs to affect the presentation of information in a sentence
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Use colons to mark boundaries between independent clauses
- Use a colon to introduce a list



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		<p>The Lost Words:</p> <ul style="list-style-type: none">• Use expanded noun phrases to convey complicated information concisely• Use commas to clarify meaning or avoid ambiguity in writing complex lists• Use brackets, dashes or commas to indicate parenthesis• Use hyphens to avoid ambiguity• Use a colon to introduce a list• Link ideas across paragraphs using a wider range of cohesive devices	<p>Earth Verse:</p> <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• Using expanded noun phrases to convey complicated information concisely• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Using the perfect form of verbs to mark relationships of time and cause• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear• Ensuring the consistent and correct use of tense throughout a piece of writing
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Spelling		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Short vowel sound /i/ spelled y Long vowel sound /i/ spelled with a y Adding the prefix '-over' to verbs Convert nouns or verbs into adjectives using suffix '-ful' Words which can be nouns and verbs Words with an /o/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled /ce/ Prefix dis, un, over, im Prefix dis – reverse; un – not; over – above/more; im – opposite Challenge words 	<ul style="list-style-type: none"> The /f/ sound spelled ph Words with origins in other countries Unstressed vowel sounds Words with endings /shuhl/ after a vowel letter Words with endings /shuhl/ after a consonant letter Words with the common letter string 'acc' at the beginning of words Challenge words 	<ul style="list-style-type: none"> Words ending in '-ably' Words ending in '-ible' Adding the suffix '-ibly' to create an adverb Changing '-ent' to '-ence' -er, -or, -ar at the end of words Adverbs synonymous with determination Adjectives to describe settings Vocabulary to describe feelings Adjectives to describe character Challenge words



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Reading		
Autumn	Spring	Summer
<p>A Drove of Bullocks:</p> <ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Usborne Illustrated Thesaurus:</p> <ul style="list-style-type: none"> Read books that are structured in different ways and read for a range of purposes. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Adolphus Tips:</p> <ul style="list-style-type: none"> Make comparisons within and across books 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, identifying key details that support the main ideas Provide reasoned justifications for their views 	<p>Everest:</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language and structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve, record and present information from non-fiction <p>The Call:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of poetry Making comparisons within and across books (poems) Learning a wider range of poetry by heart 	<p>Women in Science:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details that support main ideas Identifying how language and structure and presentation contribute to meaning Retrieve, record and present information from non-fiction texts <p>Earth Verse:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



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StoryWorld - Christmas Tales:

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Chronicles of Harris Burdick:

- Identifying and discussing themes and conventions in and across a wide range of writing
- Predicting what might happen from details stated and implied
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

The Lost Words:

- Reading books that are structured in different ways and reading for a range of purposes
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Identifying how language and structure and presentation contribute to meaning

No Other Country:

- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language and structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



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Guided Reading sessions					
Autumn		Spring		Summer	
Fiction: - The Bully Behind the Screen/ Medusa's Reflection - A Christmas Carol: Marley's Ghost/ A Christmas Carol: Bob Cratchit's House	Non-Fiction: - Non-chronological report: Desert Creatures/ Desert Biomes - Biography: Katherine Ferrers/ Julius Caesar - Non-chronological report: Characters in Gothic Literature/ The Maya	Fiction: - Sats Smashers	Non-Fiction: - Non-chronological report: Reginald Joseph Mitchell/ WW2 infographic - Non-chronological report: Imports and Exports of the United Kingdom/ Biomes of the World - Recount: A Day in the Life of a Cardiologist/ A Day in the Life of a Pharaoh	Fiction: - Sats Smashers - Playscript: Hamlet/Macbeth	Non-Fiction: - Recount: Newspaper - New species discovered on the Galapagos!/Moon Landing - Persuasive leaflet: Visit the Galapagos Islands/ Persuasive letter: Waste water management - Non-chronological report: Migration to the UK/Windrush Letter
Poetry: - Diwali Dreams/ The Bonfire at Night		Poetry: A Gunner's Day/ The Little Smuggler		Poetry: - The Listeners/The Scarecrow	
Skills taught throughout each term:					
Decoding:	<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency, including whole novels Use a range of reading strategies to work out any unfamiliar word Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience 				
Inference, Prediction, Clarifying, Questioning, Summarising:	<ul style="list-style-type: none"> Make inferences drawn from across and between texts and justify with evidence Use PEE (Point, Evidence, and Explanation) to support inferences Predict what might happen from details stated and implied based on: themes, conventions, knowledge about the author, and genres Give the meaning of words in context Explore and explain the meaning of words in context Distinguish between fact and opinion Clarify concepts and ideas at sentence, paragraph and whole text level 				



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	<ul style="list-style-type: none"> • Ask and answer questions to improve understanding of themes and authorial intent • Identify and summarise main ideas from across a text • Identify key details that support main ideas using quotation for illustration • Retrieve, record and present key information from non-fiction
Language for Effect:	<ul style="list-style-type: none"> • Discuss how the structural and presentational choices impact on meaning, theme and purpose • Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language
Themes and Conventions:	<ul style="list-style-type: none"> • Identify the themes and conventions of a range of texts • Discuss/comment on themes and conventions in different genres and forms • Make comparisons and contrasts within and across texts • Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text • Provide reasoned justifications for opinions about a book
Reading for Pleasure:	<ul style="list-style-type: none"> • Read a broader range of texts including those from literary heritage and more challenging texts • Recommend books they have read to their peers, giving reasons for their choices • Demonstrate continuing engagement with reading: <ul style="list-style-type: none"> - reading for sustained periods of time - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support • Respond to reading in a written form, beginning to develop a critical stance

Whole Class Read Aloud		
Autumn	Spring	Summer
Carrie's War - <i>Nina Bawden</i>	The Lion Above the Door - <i>Onjali Q. Raúf</i>	Letters From the Lighthouse - <i>Emma Carroll</i>



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Speaking & Listening		
Autumn	Spring	Summer
<p>A Drove of Bullocks:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge <p>Adolphus Tips:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>StoryWorld - Christmas Tales:</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role-play, improvisations and debates Gain, maintain and monitor the interest of the listener 	<p>Everest:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Select and use appropriate registers for effective communication <p>The Call:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Select and use appropriate registers for effective communication 	<p>Paraphernalia video:</p> <ul style="list-style-type: none"> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Articulate and justify answers, arguments and opinions <p>Women in Science:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Speak audibly and fluently with an increasing command of Standard English <p>Earth Verse:</p> <ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates



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	<p>Chronicles of Harris Burdick:</p> <ul style="list-style-type: none">• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>The Lost Words:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Use spoken language to develop their understanding through speculating, hypothesising, imagining and exploring ideas	<p>No Other Country:</p> <ul style="list-style-type: none">• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
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