

English Curriculum Overview - Year 6 2025-2026

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genre</b>	<p><b>Fiction:</b> To entertain Setting description</p> <p><b>Non-Fiction:</b> To inform Non-chronological report (information text)</p> <p><b>Poetry:</b> What I didn't do in the summer (rhyming)</p>	<p><b>Fiction:</b> To entertain Christmas narrative</p> <p><b>Non-Fiction:</b> To inform Informal letter</p>	<p><b>Fiction:</b> To entertain Narrative with a moral</p> <p><b>Non-Fiction:</b> To inform News blog</p>	<p><b>Fiction:</b> To entertain Adventure stories</p> <p><b>Non-Fiction:</b> To inform Diary entry</p>	<p><b>Fiction:</b> To entertain Romance stories</p> <p><b>Non-Fiction:</b> To discuss Balanced argument</p> <p><b>Poetry:</b> Novels in verse (free-verse)</p>	<p><b>Fiction:</b> To entertain Playscripts</p> <p><b>Non-Fiction:</b> To persuade Information leaflet</p>
<b>Class Texts</b>	Holes	Holes	Letters from the Lighthouse	Letters from the Lighthouse	The Final Year	The Final Year  Year 6 Production Playscript

<u>Autumn 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Autumn 2</u>
<p><b>Fiction:</b> Setting description</p> <p><b>Stimulus:</b> Holes</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> KS2 children</p> <p><b>Form:</b> Narrative</p>	<p><b>Non-Fiction:</b> Non-Chronological Report (information text)</p> <p><b>Stimulus:</b> Holes</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> People interested in learning about the Yellow Spotted Lizard</p> <p><b>Form:</b> Information text</p>	<p><b>Fiction:</b> Christmas narrative</p> <p><b>Stimulus:</b> John Lewis Christmas Advert (Excitable Edgar)</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> KS2 children</p> <p><b>Form:</b> Narrative</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Recap Writing Task:</b> Non-Chronological Report</p> </div>	<p><b>Non-Fiction:</b> Informal letter</p> <p><b>Stimulus:</b> Holes – writing to Stanley's mum</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Stanley's mum</p> <p><b>Form:</b> Informal letter</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Recap Writing Task:</b> Setting description</p> </div>

### Spring 1

**Fiction:** Narrative with a moral

**Stimulus:** Literacy Shed film – The Lighthouse

**Purpose:** To entertain

**Audience:** KS2 children

**Form:** Narrative

**Recap Writing Task:**

Informal letter

### Spring 1

**Non-Fiction:** News blog

**Stimulus:** WW2 – The Blitz

**Purpose:** To inform

**Audience:** Adults and older children reading about the destruction the Blitz caused

**Form:** News Blog

**Recap Writing Task:**

Story writing

### Spring 2

**Fiction:** Adventure Stories

**Stimulus:** Pobble (or other) Writing Competition

**Purpose:** To entertain

**Audience:** KS2 children

**Form:** Narrative

**Recap Writing Task:**

News Blog

### Spring 2

**Non-Fiction:** Diary Entry

**Stimulus:** Olive in Letters from the Lighthouse

**Purpose:** To inform

**Audience:** Olive

**Form:** Diary entry

**Recap Writing Task:**

Narrative with a moral

### Summer 1

**Fiction:** Romance stories

**Stimulus:** Broken (Rock Paper Scissors) – Literacy Shed

**Purpose:** To entertain

**Audience:** KS2 Children

**Form:** Narrative

**Recap Writing Task:**

Diary entry

### Summer 1

**Non-Fiction:** Formal Balanced Argument

**Stimulus:** Should classes be mixed up? Transition to secondary school.

**Purpose:** To discuss

**Audience:** Educators

**Form:** Formal Balanced argument

**Recap Writing Task:**

Adventure story

### Summer 2

**Fiction:** Playscripts

**Stimulus:** Year 6 Production

**Purpose:** To entertain

**Audience:** Children and adults

**Form:** Playscript

**Recap Writing Task:**

Romance stories

### Summer 2

**Non-Fiction:** Persuasive information leaflet

**Stimulus:** Lake District Residential

**Purpose:** To persuade

**Audience:** People wanting to visit The Lake District

**Form:** Information leaflet

**Recap Writing Task:**

Formal Balanced Argument

## Year 6 National Curriculum Objectives

### Handwriting

- I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.
- I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

### Composition

- I can change my writing to fit the audience and change the language and sentence length for the purpose.
- I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.
- I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
- I can write effectively for a range of purposes and audiences, independently using ideas from my own reading.
- I can use grammar and vocabulary which is suited to the purpose of my writing.
- I can write pieces describing settings, characters and atmosphere.
- I can include dialogue in my writing to convey character and advance the action.
- I can draft and write by accurately précising longer passages.
- I can use different techniques to make my writing flow and link paragraphs.
- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- I can give reasoned feedback on mine and others' work to improve it.
- I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
- I can mark and edit work to have the correct tense throughout.
- I can mark and edit work to have the correct subject and verb agreement.
- I recognise differences between the language of speech and writing and can choose sensibly.
- I can read work looking for spelling errors and correct them using a dictionary.
- I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

### Vocabulary, Grammar and Punctuation

- I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- I can understand how words are related by meaning as synonyms and antonyms.
- I can use the passive to affect the presentation of information in a sentence.
- I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
- I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis.

	<ul style="list-style-type: none"> <li>• I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>• I can use the semi-colon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up.</li> <li>• I can use the colon to introduce a list and use semi-colons within lists.</li> <li>• I can use bullet points to list information.</li> <li>• I can use hyphens for clarity e.g. man eating shark or man-eating shark.</li> <li>• I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</li> <li>• I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>• I can use expanded noun phrases to explain complicated information simply.</li> <li>• I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</li> <li>• I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</li> <li>• I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.</li> <li>• I can use dictionaries to check the spelling and meaning of words.</li> <li>• I can spell most words correctly including words that are often misspelt.</li> <li>• I can use a dictionary to check the spelling of less common or interesting words I want to use.</li> <li>• I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>• I can use a thesaurus with confidence.</li> </ul>
<b>Vocabulary, Grammar and Punctuation (all years)</b>	<ul style="list-style-type: none"> <li>• <b><u>Year 1</u></b> Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.</li> <li>• <b><u>Year 2</u></b> Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</li> <li>• <b><u>Year 3</u></b> Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').</li> <li>• <b><u>Year 4</u></b> Terminology for pupils: determiner pronoun, possessive pronoun adverbial.</li> <li>• <b><u>Year 5</u></b> Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity.</li> <li>• <b><u>Year 6</u></b> Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>

