

YEAR 6 ENGLISH CURRICULUM PLAN

		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II	
Year 6 2024-2025		'Varmints' Marc Craste 	'Letters from the Lighthouse' Emma Carroll 	'Moth' Isabel Thomas 	'The Origin of Species' Sabina Radeva 	'Detailed Timeline on Ancient Greece' Ben Hubbard	'Tyger' SF Said 	
Genre / Text type		Story	Recount	Narrative Poem	Non-chronological report	Timeline	Adventure in Dystopian World	
Theme / Topic		Creatures	Blitz	Evolution	Adaptation	Ancient Greece	Animals	
Cross-curricular links		Science/Geography	History	Science	Science	History	Geography	
National curriculum Statutory Requirements	Spoken language	Ask relevant questions to extend understanding and knowledge.	✓	✓	✓	✓	✓	
		Use relevant strategies to build vocabulary.	✓	✓	✓	✓	✓	
		Articulate and justify answers, arguments and opinions.	✓	✓		✓	✓	✓
		Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓		✓	✓	✓
		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓		✓	✓	✓
		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.	✓	✓	✓	✓	✓	✓
		Gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓
		Consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓		✓	✓	✓
	Select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	
	Writing Composition	Identify the audience for and purpose of writing, selecting the appropriate form.	✓	✓	✓	✓	✓	✓
		Note and developing initial ideas, drawing on reading and research where necessary.	✓	✓	✓	✓	✓	✓
		Consider how authors have developed characters and settings in what has been read, listened to or seen performed.	✓					✓
		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	✓	✓	✓	✓	✓	✓
		Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	✓					✓
		Precise longer passages.	✓	✓		✓	✓	✓
		Use a wide range of devices to build cohesion within and across paragraphs.	✓	✓		✓	✓	✓
Use further organisational and presentational devices to structure text and to guide the reader.		✓	✓		✓	✓		

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	Assess the effectiveness of their own and others' writing.	✓	✓	✓	✓	✓	✓
	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	✓	✓	✓	✓	✓	✓
	Ensure the consistent and correct use of tense throughout a piece of writing.	✓	✓		✓	✓	✓
	Ensure 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 own compositions, using appropriate intonation, volume and movement so that meaning is clear.	✓	✓	✓	✓	✓	✓
Word	Recognise the difference between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing.				✓	✓	
	Recognise how words are related by meaning as synonyms and antonyms.			✓			✓
Sentence	Use passive construction to affect the presentation of information in a sentence.	✓					
	Recognise the difference between structures typical of informal speech, and structures appropriate for formal speech and writing, including subjunctive forms.		✓		✓	✓	
Text	Link ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections, and ellipsis .				✓	✓	✓
	Structure texts with varied layout devices such as headings, sub-headings, columns, bullet points or tables.				✓	✓	
Punctuation	Use the semi-colon, colon and dash to mark the boundary between independent clauses .	✓	✓		✓	✓	✓
	Use the colon to introduce a list, and use of semi-colons within lists.	✓	✓		✓	✓	
	Punctuate bullet points to list information.					✓	
	Demonstrate how hyphens can be used to avoid ambiguity.		✓			✓	