

English Curriculum Overview Year 6



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

Teaching guided reading: Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.

Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.

Year 6: Autumn Term



| Weeks 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 | Weeks 9-10 | Weeks 11-12 | Week 13 | Week 14 |
|---|---|--|---|--|--|---|---|
| <p><u>Genre/plot: Diary entry</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective diary entry</p> <p>Children will identify features of a diary entry</p> <p>Children will review WAGOLL (what a good one looks like) diary entries</p> <p>Children will discuss and incorporate use of colloquial and informal language into writing</p> <p>Children will embed thoughts and feelings into writing</p> | <p><u>Narrative (retelling)</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective narrative</p> <p>Children will identify features of a narrative</p> <p>Children will review a WAGOLL (what a good one looks like) on narratives</p> <p>Children will discuss how to effectively describe setting and character and create atmosphere</p> <p>Children will use dialogue to convey character and move action forwards</p> | <p><u>Non-chronological report</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective non-chronological report</p> <p>Children will identify features of a non-chronological report</p> <p>Children will review a WAGOLL (what a good one looks like) non-chronological reports</p> <p>Children will group information effectively, using appropriate subheadings</p> | <p><u>Balanced argument</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective balanced argument</p> <p>Children will identify features of a balanced argument</p> <p>Children will review a WAGOLL (what a good one looks like) balanced argument</p> <p>Children will provide evidence/reasons to support arguments within writing</p> <p>Children will remove bias from writing</p> | <p><u>Narrative (different perspective)</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective narrative</p> <p>Children will identify features of a narrative</p> <p>Children will review a WAGOLL (what a good one looks like) narratives</p> <p>In addition to elements discussed in weeks 3-4, children will consider thoughts and opinions of selected character and embed them into writing</p> | <p><u>Narrative (alternate ending)</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective narrative</p> <p>Children will identify features of a narrative</p> <p>Children will review a WAGOLL (what a good one looks like) narratives</p> <p>In addition to elements discussed in weeks 3-4 and weeks 9-10, children will distinguish between the language of speech and writing</p> | <p><u>Narrative</u></p> <p>Whole school writing project.</p> <p>Year 1-6 will be given the same stimulus to write a narrative to show the progression in writing across the school.</p> <p>Narrative options:</p> <p>Short story, fairytale, journey story, poem, diary.</p> | <p><u>Film review</u></p> <p>Hooks and books:</p> <ul style="list-style-type: none"> Stormbreaker by Anthony Horowitz <p>Children will discuss what makes an effective film review</p> <p>Children will identify features of a film review</p> <p>Children will review a WAGOLL (what a good one looks like) film reviews</p> <p>Children will identify strengths, weaknesses and summarise storyline/plot</p> <p>Children will provide recommendations and personal opinion</p> |