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.

Year 6: Autumn Term

Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12	Weeks 13-14
Diary entry **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective diary entry Identifying features of a diary entry Reviewing WAGOLL (what a good one looks like) diary entries Discussing and incorporating use of colloquial and informal language into writing Embedding thoughts and feelings into writing	**Narrative (retelling)** **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective narrative Identifying features of a narrative Reviewing WAGOLL (what a good one looks like) narratives Discussing how to effectively describe setting and character and create atmosphere Using dialogue to convey character and move action forwards	**Non-chronological report** **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective non-chronological report Identifying features of a non-chronological report Reviewing WAGOLL (what a good one looks like) non-chronological reports Grouping information effectively, using appropriate subheadings	**Balanced argument** **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective balanced argument Identifying features of a balanced argument Reviewing WAGOLL (what a good one looks like) balanced argument Providing evidence/reasons to support arguments within writing Removing bias from writing	**Narrative (different perspective)** **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective narrative Identifying features of a narrative Reviewing WAGOLL (what a good one looks like) narratives In addition to elements discussed in weeks 3-4, considering thoughts and opinions of selected character and embedding them into writing	**Narrative (alternate ending)** **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective narrative Identifying features of a narrative Reviewing WAGOLL (what a good one looks like) narratives In addition to elements discussed in weeks 3-4 and weeks 9-10, distinguishing between the language of speech and writing	**Film review** **Hooks and books: Stormbreaker by Anthony Horowitz** Discussions about what makes an effective film review Identifying features of a film review Reviewing WAGOLL (what a good one looks like) film reviews Identifying strengths, weaknesses and summarising storyline/plot Providing recommendations and personal opinion

Year 6: Spring Term

Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12
Newspaper Report	**Biography**	**Non-chronological report**	**Narrative**	**Diary entry**	**Balanced argument**
Hooks and books: Modernised fairy tale	**Hooks and books: Pupil choice**	**Hooks and books: Pupil choice**	**Hooks and books: Holes by Louis Sacher**	**Hooks and books: Holes by Louis Sacher**	**Hooks and books: Holes by Louis Sacher**
Discussions about what makes an effective newspaper report	Discussions about what makes an effective biography	Discussions about what makes an effective non-chronological report	Discussions about what makes an effective narrative	Discussions about what makes an effective diary entry	Discussions about what makes an effective balanced argument
Identifying features of a newspaper report	Identifying features of a biography	Identifying features of a non-chronological report	Identifying features of a narrative	Identifying features of a diary entry	Identifying features of a balanced argument
Reviewing WAGOLL (what a good one looks like) newspaper reports	Reviewing WAGOLL (what a good one looks like) biographies	Reviewing WAGOLL (what a good one looks like) non-chronological reports	Reviewing WAGOLL (what a good one looks like) narratives	Reviewing WAGOLL (what a good one looks like) diary entries	Reviewing WAGOLL (what a good one looks like) balanced argument
Discussing structure and vocabulary used within newspaper reports	Use of organisational devices within writing non-narrative writing	Grouping information effectively, using appropriate subheadings	Discussing how to effectively describe setting and character and create atmosphere	Discussing and incorporating use of colloquial and informal language into writing	Providing evidence/reasons to support arguments within writing
Use of direct and reported speech within writing			Using dialogue to convey character and move action forwards	Embedding thoughts and feelings into writing	Removing bias from writing

Year 6: Summer Term

Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12
Narrative **Hooks and books:** **Holes by Louis Sacher** Discussions about what makes an effective narrative Identifying features of a narrative Reviewing WAGOLL (what a good one looks like) narratives Discussing how to effectively describe setting and character and create atmosphere Using dialogue to convey character and move action forwards	**Letter of complaint** **Hooks and books:** **Holes by Louis Sacher** Discussions about what makes an effective formal letter Identifying features of a formal letter Reviewing WAGOLL (what a good one looks like) formal letters Discussing and using formal vocabulary and the structure of formal letters of complaint	**Newspaper report** **Hooks and books:** **Holes by Louis Sacher** Discussions about what makes an effective newspaper report Identifying features of a newspaper report Reviewing WAGOLL (what a good one looks like) newspaper reports Discussing structure and vocabulary used within newspaper reports Use of direct and reported speech within writing	**Film review** **Hooks and books:** **Holes by Louis Sacher** Discussions about what makes an effective film review Identifying features of a film review Reviewing WAGOLL (what a good one looks like) film reviews Identifying strengths, weaknesses and summarising storyline/plot Providing recommendations and personal opinion	**_End of Year Production/Bryher residential weeks_** **High Rise Mystery by Sharna Jackson – reading for enjoyment**	**Recount** **Hooks and books:** **Recount of the year/residential** Discussions about what makes an effective recount Identifying features of a recount Reviewing WAGOLL (what a good one looks like) recounts Use of organisational devices within writing non-narrative writing Discussing the structure and vocabulary of recounts **High Rise Mystery Sharna Jackson – reading for enjoyment**