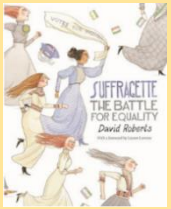
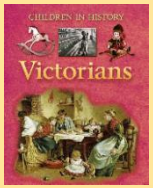
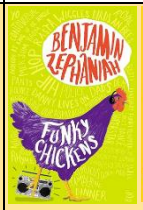
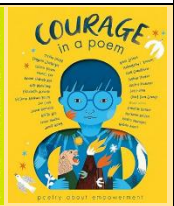
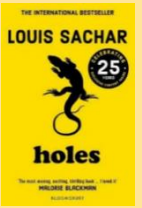
2025 – 2026

Year 6 English Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading **Shared Reading:** **(Type of text *Fiction* *Non-Fiction* *Poetry*)**	 Goodnight Mr Tom by Michelle Magorian *(Fiction)* Extracts from various non-fiction texts used for reading skills and explanation writing. Sadness is grey *(Poetry)*	 Suffragette, the battle for equality by David Roberts *(Non-Fiction)* **Film:** https://www.literacyshed.com/derby-day.html https://poets.org/poems-womens-suffrage-movement *(Poetry)* 'Still I Rise' by Maya Angelou *(Poetry)*	  Street Child by Berlie Doherty *(Fiction)* Children in History – Victorians *(Non-Fiction)*	 Eye of the Wolf by Daniel Pennac *(Fiction- Fantasy Adventure)*	  Funky Chickens by Benjamin Zephaniah Courage in a poem Various authors *(Poetry)*	 Holes by Louis Sachar *(Fiction)* https://www.teachingpacks.co.uk/guides/playscripts/ https://www.literacyshedplus.com/en-gb/browse/age-9-11/film-based-writing-units Playscript/**film** *(Fiction)*
Reading focus/ NC Coverage:	• Skimming and Scanning • Vocabulary – in context, meanings, author's choice • Retrieval • Inference • Comparing and contrasting • Provide views and justifications	• Effect of language ➢ How Author's choice of language effects the reader ➢ Author's choice of symbolism • To learn and perform poetry • Predicting • Inferences	• Discussing the use of structure in non-fiction • Reading aloud with expression • Asking questions • Distinguish between fact and opinion • Comparing within and across books • Identifying themes	• Evaluate Author's choice of language • Inference • Summarising • Themes	• Revision of all skills Exam techniques and revision to prepare for SATs not evidenced in books • Wide range of poetry • Read and perform poems and plays • Focus on audience	• Consolidate all key reading skills
Curriculum links:	History – World War 2	History – Made in Dagenham/Women's rights	History – Children in Victorian times	Geography – A study of Africa		Computing – creating a webpage/email writing Film

2025 – 2026

Year 6 English Overview

English **Writing genre:** ***(Type of writing Fiction Non-Fiction Poetry)***	• Diary writing (Recount) *(Non-Fiction/Fictional)* • Descriptive writing – Setting x2 *(Fiction)* • Explanation writing ***in Science*** *(Non-fiction)* • Poetry • Extra narrative lessons *(Fiction)*	• Newspaper report *(Non-fiction)* • Biography *(Non-fiction)* • Debate (Verbal) *(Non-fiction)* • Extra narrative lessons *(Fiction)*	• Formal balanced argument *(Non-fiction) (Fictional)* • Persuasive writing (Informal Speech) *(Non-Fiction)* • Extra narrative lessons *(Fiction)*	• Character description within …. • Narrative writing (Flashback) *(Fiction)* • Non-chronological report ***in Geography*** *(Non-Fiction)* • Extra narrative lessons *(Fiction)*	• Debate • https://noisyclassroom.com/debate-topics/ *(Non-Fiction)* • Poetry	• Playscripts/film *(Fiction)* • Instructions (Manual) *(Non-fiction)* • Persuasive writing (leaflet) *(Non-fiction)* • Informal letters/email *(Non-fiction)*
Writing focus/ NC Coverage:	All writing composition where appropriate • Features of setting description • Features of an explanation text Vocabulary, grammar and punctuation: • SPAG revision • Expanded noun phrases • Fronted adverbials • Time conjunctions • Direct speech • Figurative language • Using simple, compound and complex sentences for effect • Co-ordinating and subordinate conjunctions • Show NOT tell • Cohesive strategies • Using a thesaurus for vocabulary choices • Descriptive techniques	All writing composition where appropriate • Features of a Newspaper report • Features of a biography • Features of a balanced argument Vocabulary, grammar and punctuation: • Rhetorical questions • Summarising statements • Past tense • Third person pronouns • Passive voice • Repetition for effect • Effective headline – pun, rhyme, alliteration • 5Ws • Chronological ordering, time adverbials • Direct and reported speech • Formal language • Power of imagery • Language for effect • Relative clauses • Semi colons and dashes to separate clauses	All writing composition where appropriate • Features of a balanced argument • Facts/opinions • Features of persuasion • Précis text Vocabulary, grammar and punctuation: • Powerful adjectives for effect • Modal verbs • Rhetorical questions • Formal/technical language • Facts, statistics and opinions • Evidence to back up point of view • Persuasive / emotive vocabulary (MAFOREST) • Recognising vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms • Cohesion • Distinguish between the language of speech and writing – choose appropriate style • Apostrophes for contraction and possession	All writing composition where appropriate • Features of a fantasy/adventure • Features of flashbacks • Flashback/twist ending • Features of non-chronological report Vocabulary, grammar and punctuation: • Hooks for reader • Commas for all uses • Parenthesis – all kinds • Relative clauses/relative pronouns • Expanded noun phrases • Powerful adjectives/verbs/ adverbs for effect • Figurative language • Thesaurus – word choices • Dialogue – inverted commas • Synonyms for said • Vocabulary to create atmosphere • Bullet points – colons/Semi-colons • Technical vocabulary • Summarising and succinct • Show NOT tell • Techniques to extend sentences	All writing composition where appropriate • Features of a debate • Writing and performing poetry Vocabulary, grammar and punctuation: • Power of imagery • Language for effect • Descriptive techniques • Passive/active voice • Alliteration, Onomatopoeia, Personification revision • SPAG revision • ALL skills learnt through primary/ fill in gaps with class in mind	All writing composition where appropriate • Features of playscripts • Layout • Features of instructions and manuals • Features of leaflets/brochures Vocabulary, grammar and punctuation: • Reported and direct speech • Speech punctuation • Using colons/semi-colons or dashes to mark boundaries between independent clauses • Stage directions (brackets) • First person • Past/ present tense • Chronological order/ sequencing • Time adverbials / conjunctions • Imperative verbs • Passive/active verbs/voice