

Cycle B

Year 5/6 Curriculum Overview : Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fair Trade	Black History	Iona	Indus Valley	Galapagos	Crime and Punishment
Key text driver	The Nowhere Emporium	Journey to Jo'burg	The Last Wild	Ticket to India	Darwin's Dragons	The Good Thieves
Other texts						
Writing	Fiction Openings and Endings Inform Instructions - recipe	Fiction Setting description Inform Recount- Newspaper article	Fiction Character description Inform Explanation Poetry	Fiction Narrative: Suspense Persuade Letter	Fiction Fantasy Inform Non chronological	Fiction- Action/ Dialogue Inform Discussion Poetry
Grammar and punctuation.	<p>Revision of Year 5 skills including;</p> <p>Use of punctuation taught so far correctly and consistently (<i>capital letters, full stops, question marks, exclamation marks, apostrophes for contraction and possession, commas after adverbials, use of inverted commas to mark direct speech and some other speech punctuation</i>)</p> <p>Use of verb tenses mostly correctly and consistently</p> <p>+ A wider range of uses for colons and semi-colons to mark boundaries between clauses and in complex lists.</p> <p>Brackets for parenthesis used to add in interesting or important clarifications.</p>	<p>Use a wide range of verbs, adjectives, adverbs, conjunctions and prepositions</p> <p>Use of precise, effective word choices in simple expanded noun phrases (e.g. <i>The exquisite, patchwork landscape</i>)</p> <p>Use a wide range of sentence lengths, types and clause structures, sometimes varying their position within the sentence.</p> <p>Use a range of fronted adverbials and -ing and -ed participle clauses as fronted adverbials.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p>	<p>Integrate dialogue in narrative convey character</p> <p>Noun and pronoun use is effective to avoid repetition.</p> <p>Use a wide range of verbs, adjectives, adverbs and prepositions to create interesting and precise detail.</p> <p>Commas for parenthesis and clarity.</p> <p>Use brackets, dashes and hyphens for parenthesis. Hypens accurately used to avoid ambiguity.</p> <p>Topic sentences in non fiction work are well structured with enough generic detail to introduce the topic in a paragraph.</p> <p>Beginning to link ideas within and across paragraphs in non-fiction with precise</p>	<p>Use verb tenses correctly and consistently throughout writing.</p> <p>Use a range of sentence structures (simple, compound and complex) to achieve different effects (including relative clauses beginning with <i>who, which, that, where, when, whose</i>)</p> <p>Precise use of modal verbs as required.</p> <p>Adverbs used to modify not just verbs, but adjectives and other adverbs as well (e.g. <i>absolutely stunning, the most exquisitely balanced dish</i>)</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within paragraphs</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. <i>using contracted forms in dialogue narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility</i>)</p> <p>Uses a wide range of complex sentences throughout a piece of writing, including sentences beginning with an -ing and -ed opening clause.</p> <p>Begin to include relative clauses with an omitted pronoun.</p> <p>Expanded noun phrases beginning to be expanded in multiple ways, conveying rich imagery or precise detail using similes, adjectives,</p>	<p>Dialogue is effectively integrated to move the story forwards and to convey character.</p> <p>Use a range of devices to build cohesion (e.g. <i>conjunctions, adverbials time and place, pronouns, synonyms</i>) within and across paragraphs</p> <p>Some use of the present perfect form of verbs to mark relationships of time and cause (e.g. flashbacks)</p> <p>Some use of the passive voice to aid formality, to depersonalise or to shift focus.</p> <p>Use the punctuation taught at key stage 1 and 2 and, when necessary use such punctuation to enhance meaning and avoid ambiguity.</p>

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	<p>Bullet points when used are consistently punctuated</p>	<p>Directed and indirect (reported) speech</p> <p>Colons introduce speech in journalism</p> <p>Use of relative clauses to add important or interesting detail, clarifying and explaining the relationships between ideas. They are used both at the end of sentences and in the middle.</p>	<p>adverbial choice (e.g. <i>therefore, as a result, what's more, despite this, furthermore, in contrast..</i>)</p> <p>Figurative language used in poetry, with some appropriate use in narrative writing.</p> <p>Use of passive voice as necessary to aid formality, to depersonalise or to shift focus within a sentence.</p>		<p>adverbs and adverbials to expand the noun.</p>	
<p>Composition</p>	<p>Pupils plan in a variety of ways, noting and developing ideas, drawing on reading models and research (literary language, characterisation, structure)</p> <p>Can write in a range of styles and forms, for different purposes and audiences, maintaining style (vocab choices, sentence patterns, text structure) and beginning to adapt within single pieces to meet writer's intent (e.g shifts in formality, including informal speech or poetic description within narrative or using specialist language alongside informal address in non-fiction)</p> <p>In narratives, setting and characters are effectively described, with a sense of atmosphere.</p> <p>Confidently uses a range of organisational and presentational devices to structure text and to guide the reader e.g. <i>headings, bullet points, underlining, columns, tables, information boxes, glossary</i></p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, grammatical connections (tense choice/adverbials) and ellipsis</p> <p>All descriptive vocabulary choices are consciously chosen for specific effect, mostly successfully.</p> <p>Figurative language is chosen for effect and used in a range of writing.</p> <p>Formality is maintained throughout the pieces and appropriate to audience and purpose. Vocabulary suited to informal speech vs formal speech is well chosen. If appropriate to the purpose and audience, some writing may contain shifts of formality within the text.</p> <p>Pupils proof read with automaticity, both during drafting, and afterwards, capturing the large majority of errors themselves.</p> <p>Self and peer assessment is focused and purposeful, since pupils demonstrate clear understanding of audience and purpose, and the "toolkit" to support effective writing for that audience and purpose.</p> <p>The reflective writing process is secure, often leading to improved clarity and more effective compositional choices.</p>					
<p>Spelling- ELS</p>	<p>Week 1: Introduction- ward, light</p> <p>Week 2: termine</p> <p>Week 3: hind</p> <p>Week 4: sci</p> <p>Week 5: medi</p> <p>Week 6: sign</p>	<p>Week 1: preci</p> <p>Week 2: fic</p> <p>Week 3: par</p> <p>Week 4: sol</p> <p>Week 5: sacr</p> <p>Week 6: Homophones</p>	<p>Week 1: crit</p> <p>Week 2: dict</p> <p>Week 3: fer</p> <p>Week 4: vary</p> <p>Week 5: leg</p> <p>Week 6: Words containing ua and ui</p>	<p>Week 1: Prefixes: oc-, op-</p> <p>Week 2: Prefixes: ag- ap- at-</p> <p>Week 3: ie letter string</p> <p>Week 4: Silent letters b, h, and ch</p> <p>Week 5: Silent letters g, k, and n</p>	<p>Week 1: ei letter string</p> <p>Week 2: Suffixes: -ant/-ance</p> <p>Week 3: Suffix: -ous</p> <p>Week 4: Suffix: -ial</p> <p>Week 5: Suffixes: -able, -ible</p> <p>Week 6: cure</p>	<p>Week 1: judice</p> <p>Week 2: Prefixes cata- , cate-</p> <p>Week 3: am</p> <p>Week 4: parl</p> <p>Week 5: Numbers</p>
<p>Spells correctly most words from the Y3/4 list and many words from the Y5/6 list</p> <p>Applies taught content from Y3/ 4/ 5 ELS programme of study.</p>		<p>Spells correctly most words from the Y5/6 spelling list.</p> <p>Recognises how words are related by meaning as synonyms and antonyms.</p> <p>Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>		<p>Accurate use of a range of prefixes and suffixes, understanding how they change the meaning of words.</p> <p>Pupils accurately distinguish between homophones and other words which are often confused.</p>		

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Handwriting	Maintains legibility in joined handwriting when writing at speed.	Writes in a joined, cursive style fluently, legibly, with speed and stamina, choosing an appropriate style depending on the work.
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