

Blessed Sacrament Mastery Curriculum for English- year 6

| Y6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Purpose for writing | Writing to entertain | Writing to inform | Writing to entertain | Writing to persuade | Writing to entertain | Writing to discuss |
| Main Text | Letters from the Lighthouse | An Elephant in the Garden | Viking Boy | | Running on the Roof of the World | The Village by the Sea Elephant Bill and Bandoola's Daring Escape |
| Other texts/multimedia | Announcement by Neville Chamberlain Beyond the Lines | The Diary of A Young Girl Anne Frank. The Boy in the Striped Pyjamas Extract | Jotun A Viking Village The Vikings: Raiders, Traders and Adventurers | Alma Francis | | The Jungle Book Extract |
| Genre | Descriptive setting Diary Haiku/free verse Internal Monologue | Biography Newspaper Report Recount | Diary Character profile Comic Strip | Persuasive Brochure | Folklore and Legends Setting description Newspaper Report | Non-Chron Report Argument Factfile |
| Word | Revise: <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (for e.g. <i>-ate, -ise, -ify</i>). Verb prefixes (for e.g. <i>dis-</i>, | <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for e.g. <i>find out – discover, ask for – request, go in – enter</i>). | Revision of skills | Revision of skills | Revision, consolidation and application | Revision, consolidation and application |

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| | <i>de-, mis-, over- and re-).</i> | <ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms (for e.g. <i>big, large, little</i>). | | | | |
| Sentence | <p>Revise:</p> <ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. Indicating degrees of possibility using adverbs (for e.g. <i>perhaps, surely</i>) or modal verbs (for e.g. <i>might, should, will, must</i>). | <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence (for e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>). Ensure children can identify subject, verb, object within a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for eg. The use of question tags: <i>He's your friend, isn't he?</i> Or, the use of subjunctive forms such as <i>If I</i> | Revision of skills | Revision of skills | Revision, consolidation and application | Revision, consolidation and application |

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| | | <p><i>were</i> or <i>Were they</i> to come in some very formal writing and speech).</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> | | | | |
| Text | <p>Revise:</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (for e.g. <i>then, after that, this, firstly</i>). • Linking ideas across paragraphs using adverbials of time (for e.g. <i>later</i>), place (for e.g. <i>nearby</i>) and number (for e.g. <i>secondly</i>), or tense choices (for e.g. <i>he had seen her before</i>). <p>Develop setting, atmosphere and character integrating dialogue to convey character and advance action with increasing consistency.</p> | <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis. • Layout devices (for e.g. headings, sub-headings, columns, bullets or tables, to structure text). | <p>Develop setting, atmosphere and character integrating dialogue to convey character and advance action with increasing consistency. Build cohesion within and across paragraphs consistently. Consistently elect appropriate grammar and vocabulary to change or enhance meaning.</p> | <p>Use advanced organisational features and presentational devices.</p> | <p>Revision, consolidation and application</p> | <p>Revision, consolidation and application</p> <p>Discuss and record ideas- discuss, argue, present, analyse, persuade and review. Bias and balanced.</p> |

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| | Build cohesion within and across paragraphs consistently. Consistently elect appropriate grammar and vocabulary to change or enhance meaning. | | | | | |
| Punctuation | <p>Revise:</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. | <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for e.g. <i>It's raining; I'm fed up</i>). • Use of the colon to introduce a list and use of semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity (for e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>). | | | | |
| Terminology | <p>Revise:</p> <ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause | <ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym | <ul style="list-style-type: none"> • Revision, consolidation and application | <ul style="list-style-type: none"> • Revision, consolidation and application | <ul style="list-style-type: none"> • Revision, consolidation and application | <ul style="list-style-type: none"> • Revision, consolidation and application |

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| | <ul style="list-style-type: none"> • Parenthesis • Bracket • Dash • Cohesion • Ambiguity. <p>Semi-colon, hyphen, synonyms, antonyms</p> | <ul style="list-style-type: none"> • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points. | of all terminology. | of all terminology. | of all terminology. | of all terminology. |
| Handwriting | <p>Embed:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ol style="list-style-type: none"> 1. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 2. choosing the writing implement that is best suited for a task. | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. |

Continuous Objectives

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| <p>Year 6</p> | <ul style="list-style-type: none">• Identify audience and purpose and write appropriately.• Make notes to develop ideas using reading and research to help.• Assess own and others' writing and propose changes to vocabulary, grammar and punctuation.• Proof read for spelling and punctuation errors.• Write simple sentences dictated by the teacher including spellings and punctuation taught. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.• Thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear. |
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Spoken Language

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| <p>Year 1 – 6</p> | <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their 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 |
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| | <ul style="list-style-type: none">• 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 |
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