

	English Long Term Overview: Year 6												
YEAR 6 2026-2027	Autumn 1 Unit 1 Unit 1 Y6 En...	Autumn 1 Unit 2 Year 6 Autu...	Autumn 2 Unit 3 Year 6 Writi...	Autumn 2 Unit 4	Spring 1 Unit 5	Spring 1 Unit 6	Spring 2 Unit 7	Spring 2	Summer 1	Summer 1 Unit 8	Summer 2 Unit 9	Summer 2	Summer 2
Text type	Text type Non-fiction: Instructions – <i>Here Be Dragons! How to Trap a Mythical Beast</i>	Text type Fiction: Narrative – Defeating the Monster Focus: Setting and atmosphere	Text type Fiction: Narrative – Finding Tale / Close Encounter Story Focus: Openings, purposeful dialogue and mysterious endings	Text type Non-fiction: Persuasive Advertisement / Brochure – Space Hotel	Text type Fiction: Narrative – <i>Harry Potter and the Philosopher's Stone</i> Focus: Adapting a scene – characterisation and viewpoint	Text type Non-fiction: Non-chronological Report – Harry Potter Characters Focus: Formal informative writing – selecting, organising and presenting information concisely	Text type Fiction: Narrative – Warning Story Focus: Setting, tension and danger	SATs Revision – Reading and Grammar, Punctuation & Spelling		Text type Shakespeare: <i>Romeo and Juliet</i> – Diary and Narrative Writing Focus: Character viewpoint, emotion and climactic writing	Text type Non-fiction: Formal Letter of Complaint – <i>Matilda</i> Focus: Formal register, persuasion and presenting a reasoned complaint	Text type Drama / Performance – Year 6 Production	Spoken Language / Oracy – Talking Transitions
Purpose: Entertain Inform Persuade	Purpose To inform and instruct, while entertaining and engaging the reader.	Purpose To entertain the reader through a dramatic legend, creating tension and atmosphere.	Purpose To entertain the reader by creating mystery and suspense and ending with an unexplained clue or event.	Purpose To persuade prospective guests to book a stay at a luxury space hotel by presenting its features and benefits in an engaging and convincing way.	Purpose To entertain the reader by retelling/adapting a key scene, developing a convincing viewpoint and revealing character through action, reaction, dialogue and internal thought.	Purpose To inform the reader about a character from <i>Harry Potter and the Philosopher's Stone</i> by selecting, organising and presenting relevant information clearly and formally.	Purpose To entertain and warn the reader by creating a convincing sense of danger through atmospheric setting, tension and escalating action.	To revisit, consolidate and apply key reading, grammar, punctuation and spelling knowledge in preparation for KS2 SATs.		Purpose To explore Shakespeare's characters and themes; to write reflectively in role as Juliet; and to entertain through a tense narrative retelling of the duel scene.	Purpose To formally complain about Miss Trunchbull's treatment of Bruce Bogtrotter, presenting clear evidence, explaining the impact of her actions and requesting appropriate action.	Purpose To read, interpret, rehearse and perform a playscript collaboratively for a live audience.	Purpose To develop confident, respectful and effective spoken communication in preparation for the transition to secondary school.
Audience	Audience Aspiring dragon hunters and mythical-creature catchers.	Audience Other pupils, teachers and readers of the class anthology.	Audience Other pupils, teachers and readers of the class anthology.	Audience Prospective space tourists / holidaymakers.	Audience Other pupils, teachers and readers of a class Harry Potter anthology.	Audience Readers who want to find out more about the characters of the wizarding world.	Audience Other pupils, teachers and readers of a class collection of warning stories.	N/A – assessment preparation		Audience Diary: Juliet herself – a personal record of events, thoughts and emotions. Narrative: Readers of a retelling of Shakespeare's <i>Romeo and Juliet</i> . Oracy: Peers/class during philosophical discussion and debate.	Audience Miss Trunchbull / the headteacher or governing body of Crunchem Hall.	Audience Parents, families, pupils and members of the school community.	Audience Peers, adults and a range of familiar and unfamiliar audiences.
Model Text	Model Text <i>How to Trap a Dragon!</i>	Model Text <i>Beowulf and the Monster</i>	Model Text <i>Alien Landing</i>	Model Text <i>Come to the Space Hotel!</i>	Model Text Original model narrative scene based within the world of <i>Harry Potter and the Philosopher's Stone</i> – Platform 9 ¾	Model Text Hagrid: Keeper of Keys and Grounds at Hogwarts Suggested model structure: Overview; Appearance; Personality and Behaviour; Role at Hogwarts; Skills and Interests; Relationships; Key Facts.	Model Text Stay back from the edge! Opening: character is warned and there is a hint the warning will be ignored. Build-up: character arrives at the setting and the setting is described. Dilemma: character gets	A range of fiction, non-fiction and poetry extracts, alongside SATs-style GPS questions and practice materials.		Core / Model Texts William Shakespeare – <i>Romeo and Juliet</i> Authentic script extracts from the ballroom/balcony scenes and Act III Scene 1, supported by an abridged retelling/animated adaptation and Oak	Model Text A formal complaint from Mr and Mrs Bogtrotter regarding Miss Trunchbull's treatment of Bruce.	Core Text Chosen Year 6 production script.	Core / Model Material Oak Academy <i>Talking Transitions</i> : discussion scenarios, speaking models and presentation exemplars.

							into serious danger. Resolution: rescue or solution. Ending: character is safe, is reprimanded and learns a lesson.		modelled examples.			
National Curriculum: Composition Objectives	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-reading for spelling and punctuation errors.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using a wide range of devices to build cohesion within and across paragraphs. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 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Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.	N/A – no extended writing focus during this revision block.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading where necessary. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.	No discrete writing focus. Statutory writing objectives have been taught and applied earlier in the year. English learning during this unit focuses on reading, interpretation, rehearsal and performance.	No extended writing focus. Pupils may use brief notes or planning to support oral communication and presentations, but statutory writing composition has already been taught and applied across the year.

		Proof-reading for spelling and punctuation errors. Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Proof-reading for spelling and punctuation errors.	agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register. Proof-reading for spelling and punctuation errors.	and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Proof-reading for spelling and punctuation errors.	using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register. Proof-reading for spelling and punctuation errors.	grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Proof-reading for spelling and punctuation errors.		and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Proof-reading for spelling and punctuation errors.	appropriate register. Proof-reading for spelling and punctuation errors.		
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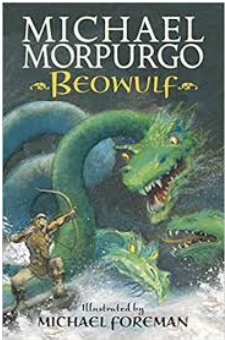
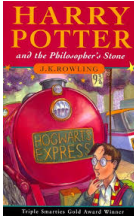
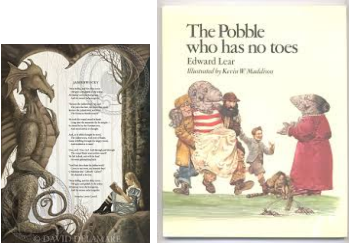
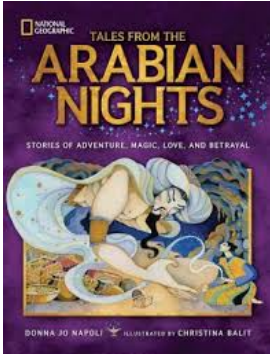
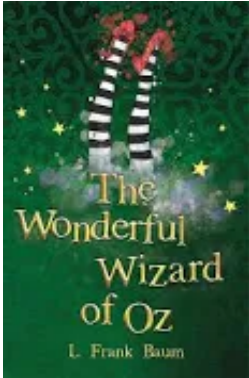
National Curriculum – Vocabulary, Grammar & Punctuation Objectives	(Y2) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	(Y3/4) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.	(Y4) Use of inverted commas and other punctuation to indicate direct speech.	(Y5) Indicating degrees of possibility using adverbs or modal verbs.	(Y4) Use of inverted commas and other punctuation to indicate direct speech.	(Y5) Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	(Y4) Fronted adverbials.	Responsive revision and consolidation of previously taught KS2 grammar and punctuation, with particular emphasis on Y5/6 content and accurate grammatical terminology. Focus determined by assessment and identified gaps. No new statutory content planned.	(Y4) Fronted adverbials.	(Y6) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	No discrete VGP teaching. Previously taught grammatical knowledge continues to be reinforced through accurate reading, interpretation and spoken delivery.	No discrete VGP teaching. Pupils apply previously taught knowledge through: precise and concise vocabulary; Standard English where appropriate; adapting vocabulary and register according to audience, purpose and situation.
	(Y2) Commas to separate items in a list.	(Y3) Expressing time, place and cause using conjunctions, adverbs or prepositions.	(Y4) Use of commas after fronted adverbials.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y5) Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	(Y5) Brackets, dashes or commas to indicate parenthesis.	(Y4) Use of inverted commas and other punctuation to indicate direct speech.		(Y5) Devices to build cohesion within a paragraph.	(Y6) The difference between structures typical of informal speech and structures appropriate for formal speech and writing, including the use of subjunctive forms where appropriate.		
	(Y4) Fronted adverbials.	(Y4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	(Y5) Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	(Y5/6 shared) Using expanded noun phrases to convey complicated information concisely.	(Y5) Use of commas to clarify meaning or avoid ambiguity in writing.	(Y5) Devices to build cohesion within a paragraph.	(Y5) Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.		(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y6) Use of the passive to affect the presentation of information in a sentence.		
	(Y4) Use of commas after fronted adverbials.	(Y4) Fronted adverbials.	(Y5) Brackets, dashes or commas to indicate parenthesis.	(Y6) Layout devices, for example headings, sub-headings, columns, bullets or tables, to structure text.	(Y5) Use of commas to clarify meaning or avoid ambiguity in writing.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y5) Use of the perfect form of verbs to mark relationships of time and cause — revisited and applied.		(Y5) Devices to build cohesion within a paragraph.	(Y6) How words are related by meaning as synonyms and antonyms.		
	(Y5) Indicating degrees of possibility using adverbs or modal verbs.	(Y4) Use of commas after fronted adverbials.	(Y5) Devices to build cohesion within a paragraph.	(Y6) Punctuation of bullet points to list information.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y5/6 shared) Using expanded noun phrases to convey complicated information concisely.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.		(Y5) Devices to build cohesion within a paragraph.	(Y6) How words are related by meaning as synonyms and antonyms.		
	(Y6) Use of the colon to introduce a list.	(Y5) Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y6) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	(Y5/6 shared) Use of the perfect form of verbs to mark relationships of time and cause.	(Y6) Use of the passive to affect the presentation of information in a sentence.	(Y5) Use of commas to clarify meaning or avoid ambiguity in writing.		(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y5) Indicating degrees of possibility using adverbs or modal verbs.		
	(Y6) Punctuation of bullet points to list information.	(Y5) Devices to build cohesion within a paragraph.	(Y6) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.	(Y6) The difference between structures typical of informal speech and structures appropriate for formal speech and writing, including the use of subjunctive forms where appropriate.	(Y6) How words are related by meaning as synonyms and antonyms.	(Y6) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	(Y5) Expanded noun phrases to convey complicated information concisely.		(Y5) Devices to build cohesion within a paragraph.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.		
	(Y6) Layout devices, for example headings, sub-headings, columns, bullets or tables, to structure text.	(Y5) Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	(Y6) Use of the semi-colon, colon and dash to mark the boundary between independent clauses.	(Y6) Use of the colon to introduce a list.	(Y6) How words are related by meaning as synonyms and antonyms.	(Y6) Linking ideas across paragraphs using a wider range of cohesive devices, including repetition of a word or phrase and grammatical connections.	(Y6) How words are related by meaning as synonyms and antonyms.		(Y5) Use of commas to clarify meaning or avoid ambiguity in writing.	(Y5/6 shared) Using expanded noun phrases to convey complicated information concisely.		
		(Y6) How words are related by meaning as synonyms and antonyms.		(Y6) Use of semi-colons within lists.								

						or tables, to structure text. (Y6) Use of the colon to introduce a list. (Y6) Punctuation of bullet points to list information. (Y6) Use of hyphens to avoid ambiguity.	Specific and unusual details. Similes. Showing the setting through the character's eyes. Pathetic fallacy. Sensory detail. Precise verbs and vocabulary. Varying sentence length to control pace and tension. Moving deliberately between setting → action → character reaction.					
Spoken language	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. 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. Select and use appropriate registers for effective communication.	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions and narratives for different purposes. 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. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English.	Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions. 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. Give well-structured narratives for different purposes. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, performances, role play and improvisations.	Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions. 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 and presentations. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints,	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions and narratives for different purposes. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, performances, role play and improvisations. Consider and evaluate different viewpoints,	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. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Consider and evaluate different viewpoints, attending to and building on the	Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions and narratives for different purposes. 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. Participate in discussions, performances, role play and improvisations. Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate registers for	Explain and justify answers; discuss interpretations and evidence; use grammatical terminology accurately; identify and explain misconceptions.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Give well-structured descriptions and explanations for different purposes, including expressing feelings. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.	Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Participate in discussions and debates. Gain, maintain and monitor the interest of the listener(s). Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate registers for effective communication.	Listen and respond appropriately to adults and their peers. 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 and improvisations. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Give well-structured descriptions and explanations for different purposes, including 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. 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		Participate in discussions, presentations, performances, role play and improvisations. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	contributions of others. Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate registers for effective communication.	effective communication.	Standard English. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.		Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.		contributions of others. Select and use appropriate registers for effective communication.	Standard English. Participate in discussions and presentations. 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.
Year 6 TAF – Teaching Focus & Potential Independent Evidence	Primary focus: Working Towards the Expected Standard Writing for a clear purpose. Organising ideas into paragraphs. Using simple devices to structure non-narrative writing and support the reader. Securing sentence demarcation and basic punctuation. Maintaining clarity and meaning for the reader. Emerging EXS opportunities: appropriate vocabulary and grammar for purpose, cohesion and awareness of audience.	Primary focus: securing WTS narrative evidence and beginning to build EXS WTS potential evidence Writing for a clear purpose. Using paragraphs to organise ideas. Describing settings and characters in narrative. Securing basic sentence punctuation and overall accuracy. Emerging / potential EXS evidence Describing settings, characters and atmosphere effectively. Selecting vocabulary and grammatical structures appropriate to the writing. Building cohesion within and across paragraphs. Maintaining consistent tense.	WTS – continued security Writing for a clear purpose. Organising ideas into paragraphs. Describing settings and characters. Maintaining basic punctuation accuracy. EXS – strong potential evidence Writing effectively for a clear audience and purpose. Describing settings, characters and atmosphere. Integrating dialogue to convey character and advance the action. Selecting vocabulary and grammatical structures appropriate to the writing. Using cohesive devices within and across paragraphs.	Primary focus: strong Expected Standard non-fiction evidence WTS – continued security Writing for a clear purpose. Organising ideas into paragraphs. Using organisational devices to support the reader. Maintaining basic punctuation accuracy. EXS – strong potential evidence Writing effectively for a clear audience and purpose, showing awareness of the reader. Selecting vocabulary and grammatical structures appropriate to persuasive writing. Using cohesive devices within and across paragraphs. Maintaining consistent tense	Primary focus: securing Expected Standard narrative evidence Continued WTS security Writing for a clear purpose. Organising ideas into paragraphs. Describing settings and characters. Maintaining basic punctuation accuracy. Strong EXS potential evidence Writing effectively for a clear audience and purpose. Describing settings, characters and atmosphere. Integrating dialogue to convey character and advance the action. Selecting vocabulary and grammatical structures appropriate to the writing.	Primary focus: strong Expected Standard non-fiction evidence Continued WTS security Writing for a clear purpose. Organising ideas into paragraphs. Using organisational devices to structure non-narrative writing and support the reader. Maintaining basic punctuation accuracy. Strong EXS potential evidence Writing effectively for a clear audience and purpose, showing awareness of the reader. Selecting vocabulary and grammatical structures appropriate to formal informative writing, including passive constructions where appropriate.	Primary focus: consolidating strong Expected Standard narrative writing WTS – continued security Writing for a clear purpose. Organising ideas into paragraphs. Describing settings and characters. Maintaining basic punctuation accuracy. Strong EXS potential evidence Writing effectively for a clear audience and purpose. Describing settings, characters and atmosphere. Integrating dialogue to convey character and advance action where appropriate. Selecting vocabulary and grammatical structures	N/A – SATs revision and practice.	Primary focus: strengthening independent EXS evidence and providing further GDS opportunities EXS – strong potential evidence Writing effectively for different purposes and audiences across two contrasting forms. Describing characters and atmosphere effectively in narrative. Integrating dialogue to convey character and advance action. Selecting vocabulary and grammatical structures appropriate to purpose. Using cohesive devices within and across paragraphs. Maintaining deliberate and controlled tense. Using a range of KS2 punctuation mostly correctly.	Primary focus: independent control of audience, purpose and register Strong EXS potential evidence Writing effectively for a clear purpose and audience, showing good awareness of the reader. Selecting vocabulary and grammatical structures that reflect what the writing requires. Using cohesive devices within and across paragraphs. Maintaining consistent and correct tense. Using a range of KS2 punctuation mostly correctly. Particularly strong GDS opportunities Selecting the appropriate form and drawing independently on models. Distinguishing between the language of speech and	N/A – no extended independent writing outcome.	N/A – no extended independent writing outcome. This is deliberately an oracy and transition unit, not a final writing assessment opportunity.

		Beginning to demonstrate a wider range of KS2 punctuation accurately.	Maintaining consistent and correct tense. Using a range of KS2 punctuation mostly correctly. Early GDS exposure Distinguishing between narration and spoken language. Making increasingly deliberate punctuation and sentence choices for effect. Drawing on the model text while beginning to make independent authorial choices.	and subject-verb agreement. Using a range of KS2 punctuation mostly correctly. Beginning GDS opportunities Selecting an appropriate form and drawing independently on models. Distinguishing between the language of speech and writing and choosing an appropriate register. Beginning to exercise conscious control over levels of formality through vocabulary and grammatical structures. Making deliberate organisational and punctuation choices for effect.	Using cohesive devices within and across paragraphs. Maintaining consistent and correct tense. Using a range of KS2 punctuation mostly correctly. Developing GDS opportunities Drawing independently on reading and other models when making authorial choices. Selecting form and narrative approach appropriately. Distinguishing effectively between narration and dialogue. Making deliberate vocabulary, grammatical and punctuation choices to shape character and viewpoint. Using punctuation precisely to enhance meaning and avoid ambiguity.	Using cohesive devices within and across paragraphs. Maintaining consistent and correct tense. Maintaining subject-verb agreement. Using a range of KS2 punctuation mostly correctly. Developing GDS opportunities Selecting an appropriate form and drawing independently on researched/mod el material. Distinguishing between spoken and written language and selecting an appropriate register. Exercising increasing control over formality through vocabulary and grammatical choices. Using punctuation precisely to clarify meaning and avoid ambiguity. Selecting and organising information concisely rather than reproducing source material.	appropriate to the writing. Using cohesive devices within and across paragraphs. Maintaining consistent and correct tense. Using a range of KS2 punctuation mostly correctly. Developing GDS opportunities Drawing independently on the model while adapting its underlying structure to create an original warning story. Making deliberate grammatical and vocabulary choices to manipulate tension and atmosphere. Controlling pace through sentence construction. Using punctuation, particularly semi-colons, colons and dashes, precisely and for meaning.		GDS opportunities Selecting the appropriate form and drawing independently on Shakespeare and other models. Distinguishing effectively between speech and writing. Selecting register appropriately for personal diary writing, narrative and spoken debate. Making increasingly assured choices of grammar and vocabulary to control tone, viewpoint and emotion. Using punctuation precisely to enhance meaning and avoid ambiguity.	writing and choosing an appropriate register. Exercising assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary. Using punctuation correctly and precisely to enhance meaning and avoid ambiguity.		
Published Outcomes	An instructional text entitled How to Trap a Mythical Creature, published as part of The Riverside Guide to Trapping Mythical Beasts.	A short, complete defeating-the-monster tale for Riverside Legends: Defeating the Monster, using the five-part structure with a developed atmospheric setting paragraph.	A short, complete finding tale for: Riverside Close Encounters: Strange Stories from Another World using the six-part structure with a strong opening, purposeful dialogue and mysterious ending. Children place their finished stories into a TOP SECRET: Alien Encounters file/box. The stories become classified	An independently written persuasive advertisement or brochure for a Space Hotel, for example: Come to the Moon Hotel! Come to the Mars Adventure Base! BIG OUTCOME: Children create their finished space-hotel adverts/brochures and hold a Year 6 Space Travel Fair for another class. Children use their writing to	An independently written narrative retelling/adaptation of a key scene from Harry Potter and the Philosopher's Stone, using a clear viewpoint to develop character through action, reaction, dialogue and internal thought. Create a Hogwarts Writing Gallery showcasing finished descriptive scenes. Selected extracts can be	An independently researched and written non-chronological report about a character from Harry Potter and the Philosopher's Stone, published as part of The Riverside Guide to the Characters of Hogwarts.	An independently written warning story for a class anthology, using atmospheric setting, escalating tension and a clear five-part warning-story structure. Published as: Riverside Warning Tales: Don't Say We Didn't Warn You! Selected warning tales are read to Year 4/5 pupils or a small group of	N/A – SATs revision and practice.	1. Diary writing Two connected diary entries written in role as Juliet, reflecting on meeting Romeo at the ball and the balcony scene; combining events with thoughts and emotions and moving deliberately between past and present tense. 2. Narrative writing A third-person, past-tense narrative retelling of the duel from Act III Scene 1, combining	An independently written formal letter of complaint regarding Miss Trunchbull's treatment of a pupil at Crunchem Hall, maintaining an appropriate formal register and presenting evidence, impact and requested action clearly and persuasively. They could complain about another believable incident at Crunchem Hall	A rehearsed and polished Year 6 production performed collaboratively to a live audience.	A planned and organised presentation delivered effectively to an audience, demonstrating appropriate voice, body language, vocabulary and audience awareness.

			Riverside records that classmates can take out and read.	persuade visitors to choose their hotel for an intergalactic holiday.	read during a short class sharing session		younger children.		action, description, dialogue and emotion to create a tense, climactic scene. Spoken outcome A philosophical class discussion/debate arising from the themes of Romeo and Juliet.	Children put their completed complaint letters into formal envelopes addressed to The Headteacher/Governing Body of Crunchem Hall and post them into a Crunchem Hall Complaints Box. A response could then be provided with adults acting as the governing body and read/respond to a selection.		
Spelling	National Curriculum – Spelling (Years 5 and 6) Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus											
	Objective: Vowel Sound 'y' & Suffixes Step 1: Short vowel sound /i/ spelled 'y' — <i>antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical</i> Step 2: Long vowel sound /igh/ spelled 'y' — <i>apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply</i> Step 3: Challenge Words — <i>ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety</i> Step 4: Suffix '-al' — <i>antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial</i> Step 5: Suffix '-al' — <i>influential, martial, spatial, partial, confidential, essential, substantial, potential, sequential, torrential</i> Step 6: Challenge Words — <i>amateur, category, correspond, environment,</i>	Objective: Alternative Vowel/Consonant Sounds & Challenge Words Step 7: Challenge Words — <i>appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle</i> Step 8: /oa/ sound spelled 'ou' or 'ow' — <i>blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window</i> Step 9: 'Soft c' spelled 'ce' — <i>celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice</i> Step 10: Challenge Words — <i>apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable</i> Step 11: /f/ sound spelled 'ph' — <i>alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere</i>	Objective: Suffixes & Word Endings Step 13: Words ending in '-ably' — <i>adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably</i> Step 14: Suffix '-ible' — <i>forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible</i> Step 15: Challenge Words — <i>attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht</i> Step 16: Words ending in '-ibly' — <i>forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly</i> Step 17: Ending in '-ent' & '-ence' — <i>convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent</i> Step 18: Challenge Words — <i>accommodate, available,</i>	Objective: Prefixes & Endings Step 19: Challenge Words — <i>aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough</i> Step 20: Ending in '-er', '-or', '-ar' — <i>calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior</i> Step 21: Challenge Words — <i>achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature</i> Step 22: Words beginning with 'acc-' — <i>accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse</i> Step 23: Prefixes 'dis-', 'un-', 'over-', 'im-' — <i>disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure</i> Step 24: Challenge Words —	Objective: Etymology, Grammar & Descriptive Vocabulary Step 25: Loan Words (Foreign Origins) — <i>ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda</i> Step 26: Grammar Vocabulary 1 — <i>adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative</i> Step 27: Grammar Vocabulary 2 — <i>active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym</i> Step 28: Prefix 'over-' — <i>overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned</i> Step 29: Suffix '-ful' — <i>beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful</i> Step 30: Adjectives: Settings — <i>bustling, magnificent, majestic,</i>	Objective: Specialized Vocabulary & Word Classes Step 31: Adjectives: Feelings — <i>apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified</i> Step 32: Adjectives: Characters — <i>amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant</i> Step 33: Words as Nouns & Verbs — <i>contest, freeze, impact, increase, object, permit, produce, silence, subject, transport</i> Step 34: Unstressed Vowel Sounds — <i>company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature</i> Step 35: Adverbs: Determination — <i>continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously</i> Step 36: Mathematical Vocabulary — <i>addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical</i>						

	<i>frequently, language, occur, queue, signature, twelfth</i>	Step 12: Challenge Words — <i>according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system</i>	<i>competition, determined, existence, identity, muscle, prejudice, rhyme, suggest</i>	<i>accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol</i>	<i>noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly</i>	
Handwriting	National Curriculum – Handwriting and Presentation (Years 5 and 6) Pupils should be taught to: • write legibly, fluently and with increasing speed by: ◦ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ◦ choosing the writing implement that is best suited for a task					
	Penpals Autumn 1. Practising sloped writing: diagonal join to ascender: th sh nb nd ht st 2. Practising sloped writing: diagonal join no ascender: ai oy kn er ie er 3. Practising sloped writing: diagonal join to an anticlockwise letter: ac sc bo da ea ho 4. Practising sloped writing: horizontal join to ascender: wh wl oh ol of ob 5. Practising sloped writing: horizontal join, no ascender: oi oy ou op vo 6. Practising sloped writing: horizontal join to an anticlockwise letter: oo oa wa wo v vo 7. Practising sloped writing: joining from r: ra re ri ro ru 8. Practising sloped writing: joining from s: sh su sc sl sw sp		Penpals Spring 1. Practising sloped writing: joining from f to ascender: fl ft 2. Practising sloped writing: size: joining from f no ascender: fa fe fi fo fu 3. Different styles for different purposes: writing a paragraph 4. Practising sloped writing: speed: ff 5. Practising sloped writing: speed and legibility rr 6. Practising sloped writing: size, proportion and spacing: ss 7. Practising sloped writing: building speed: qu 8. Different styles for different purposes		Penpals Summer 1. Sloped writing: proportion: joining p and b to ascenders: ph pl bl 2. Handwriting for different purposes:joining from b and b, no ascender: bu bi pe pu pi pr 3. Practising sloped writing: parallel downstrokes: bb pp 4. Practising sloped writing: all double letters 5. Practising sloped writing for speed: tial cial 6. Practising sloped writing for fluency 7. Capitals	
Class Reader	Beowulf by Michael Morpurgo 	Non-Linear Text: Cosmic by Frank Cottrell Boyce and Steven Lenton 	Resistant Text: The Jabberwocky poem The Pobble Who Has No Toes Harry Potter and the Philosopher's Stone  	Tales from the Arabian Nights retold by Donna Jo Napoli 	Archaic Text: Wizard of Oz 	Wonder — R. J. Palacio - Complexity of Narrator 
Reading	Whole-class Reading – ongoing across the year Each week develops prior knowledge and schema, explicitly teaches vocabulary, develops fluent reading and understanding of the text, teaches and applies the half-term comprehension focus, and includes mixed VIPERS/SATs-style comprehension practice. Class readers provide the core reading spine, supplemented by high-quality fiction, poetry, non-fiction, reference texts and appropriate extracts. National Curriculum – ongoing entitlement • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart					

	• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views					
	Beowulf by Michael Morpurgo Reading focus: Retrieve and identify key details from fiction and non-fiction (2b). Explore how information and narrative content are related and contribute to meaning as a whole (2f). Develop efficient navigation of increasingly complex texts and select precise evidence to support responses. National Curriculum objectives • reading books that are structured in different ways and reading for a range of purposes • identifying how language, structure and presentation contribute to meaning • distinguishing between statements of fact and opinion • retrieve, record and present information from non-fiction • provide reasoned justifications for their views	Cosmic by Frank Cottrell Boyce Reading focus: Make and justify increasingly sophisticated inferences using evidence from the text (2d). Predict what might happen from details stated and implied (2e). Explore how characters' feelings, thoughts, motives and actions are revealed and select the most relevant evidence to justify interpretations. National Curriculum objectives • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • asking questions to improve their understanding • provide reasoned justifications for their views	The Jabberwocky / The Pobble Who Has No Toes / Harry Potter and the Philosopher's Stone Reading focus: Explore vocabulary in context (2a) and explain how meaning is enhanced through the choice of words and phrases (2g). Investigate morphology, etymology, shades of meaning, idioms and figurative language. Analyse increasingly subtle authorial choices and develop fluent, expressive reading of poetry and prose. National Curriculum objectives • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Tales from the Arabian Nights/ Mixed Reading Consolidation Reading focus: Consolidate and apply all previously taught comprehension skills across increasingly challenging fiction, non-fiction and poetry. Continue to develop summarising main ideas (2c) and making comparisons within and across texts (2h), while applying vocabulary, retrieval, inference, prediction and authorial-language skills through mixed SATs-style reading. Develop accuracy, stamina, efficient text navigation, evidence selection and precise responses to one-, two- and three-mark questions. National Curriculum objectives • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • making comparisons within and across books • drawing inferences and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguishing between statements of fact and opinion • retrieve, record and present information from non-fiction • provide reasoned justifications for their views	SATs Reading Consolidation and Practice Reading focus: Consolidate and independently apply the full range of reading comprehension skills through a broad range of fiction, non-fiction and poetry, including past SATs papers and SATs-style texts. Develop reading stamina, accuracy, efficient retrieval, careful evidence selection, understanding of question requirements and precise responses within appropriate time constraints. National Curriculum objectives Apply and consolidate the full range of previously taught Years 5/6 reading objectives, with particular emphasis on: • exploring the meaning of words in context • retrieving and recording key information • summarising main ideas and identifying supporting details • drawing inferences and justifying them with evidence • predicting from details stated	Wonder/ Shakespeare / Year 6 Production Reading focus: Maintain regular reading for pleasure and shared class reading following the KS2 assessments. Continue the class reader alongside texts encountered through the wider English curriculum. Read, discuss and interpret Shakespearean and production scripts, exploring character, motivation, themes and meaning and developing expressive reading through rehearsal and performance. National Curriculum objectives • continuing to read and discuss an increasingly wide range of fiction, poetry and plays • increasing their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage • identifying and discussing themes and conventions in and across a wide range of writing • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • participate in discussions about books, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views

					• and implied identifi- ng how languag- e, structur- e and present- ation contribu- te to meanin- g • evaluati- ng the impact of authors' languag- e choices • distingu- ishing between fact and opinion • making compari- sons within and across texts • providin- g reasone- d justificat- ions for views	
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