



Abbey Mead Primary Academy  
Year 6 Book Led Curriculum

Topic	Main Book	Writing Genres	Grammar Focus
Mayans Autumn 1	The Boy at the back of the class (4 weeks)	<b>Short Outcome:</b> Recount	Using previously taught grammar features: <ul style="list-style-type: none"> <li>Linking across paragraphs to create cohesion.</li> <li>Adverbials</li> </ul>
		<b>Main Writing:</b> Informal letter  <b>Oracy focus:</b> Social and Emotional- read aloud drafts to small groups developing self-assurance, liveliness and flair. Listening actively and responding appropriately.	<ul style="list-style-type: none"> <li>Recap previously taught grammar: relative clauses/ parenthesis</li> <li>Informal language/ features</li> <li>Apostrophes for contraction</li> <li>Hyperbole</li> <li>Semi-colon `</li> </ul>
WW1 Autumn 2	War Horse Michael Morpurgo (7 weeks)	<b>Main Outcome:</b> Reflection GD- time stamp it.  <b>Oracy focus:</b> Physical- hot seating; express characters feelings to deepen understanding. Gesture and posture, facial expression.	<ul style="list-style-type: none"> <li>Subordinate clause (revisit)</li> <li>Semi-colons (revisit)</li> <li>Linking ideas across paragraphs (Cohesion)</li> </ul>
		<b>Short outcome:</b> Setting description no mans land. (GD different perspective)	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Parenthesis</li> <li>Adverbials/ adverbials for cohesion</li> <li>Repetition for effect</li> <li></li> </ul>
		<b>Short outcome: Dialogue</b> Dialogue between Albert and his mother when he discovers Joey has been sold	<ul style="list-style-type: none"> <li>Punctuation for speech</li> <li>Reported clauses</li> </ul>
Amazon Spring 1	The Explorer: Katherine Rundell	<b>Main outcome:</b> Setting Description- The Den (GD- SD landing in the Amazon)  <b>Oracy focus:</b> Linguistic – appropriate vocabulary choices and grammar (relative clauses).  <b>Short outcome:</b> Dialogue	<ul style="list-style-type: none"> <li>A range of devices to create cohesion.</li> <li>Repetition for effect</li> <li>Passive voice</li> <li>Semi-colons</li> <li>Hyphenated words</li> <li>Punctuation for parenthesis</li> <li>Relative clauses</li> <li>Precise nouns</li> </ul>
	- Titanium	<b>Main Writing:</b> Narrative GD- include dialogue	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Hyphenated adjectives</li> <li>Subordinate clauses</li> </ul>

		<b>Oracy focus:</b> Physical- Role play retelling the story; express characters' thoughts/feelings.	
Spring 2	Skellig	<p><b>Main outcome (Formal piece):</b> Information leaflet – non chronological report (animals of the rainforest) GD- Combine 2 animals.</p> <p><b>Short outcome:</b> Spur of the moment narrative that includes dialogue. GD: timestamped</p> <p><b>Oracy focus:</b> Cognitive- structure and organisation of talk.</p>	<ul style="list-style-type: none"> <li>• Use of a range of organisational and presentation devices</li> <li>• Tense- switching tense to ensure formality</li> <li>• Features of a leaflet</li> <li>• Re-enforce previously taught grammar objectives.</li> <li>• Dialogue to move the action forwards</li> <li>• A range of punctuation within the dialogue to add character effect</li> </ul>
North America Summer 1	Holes: Louis Sachar	<p><b>Main Writing outcome:</b> Persuasive Advert – boots</p> <p><b>Oracy focus:</b> Linguistic- using persuasive language.</p>	<ul style="list-style-type: none"> <li>• Exaggerated language</li> <li>• First/second/third person</li> <li>• Dashes/hyphens</li> <li>• Technical language</li> <li>• Informal language/ non-standard English ( where appropriate)</li> </ul>
		<b>Short outcome:</b> Informal letter	<ul style="list-style-type: none"> <li>• Informal punctuation with parenthesis</li> <li>• Discourse markers</li> <li>• Apostrophes for contraction/possession</li> </ul>
Greeks Future-Inheritance and Evolution Summer 2	Moth – Isabel Thomas POETRY	<p>Outcome: Poetry</p> <p><b>Oracy focus:</b> Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p><b>Main outcome:</b> Chronological report/leaflet (Formal)</p>	<ul style="list-style-type: none"> <li>• Use of a variety of organisational and presentational devices</li> <li>• Repetition for effect</li> <li>• Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</li> <li>• Use simple metaphors and personification to create poems based on real or imagined experience.</li> <li>• Select pattern or form to match meaning and own voice.</li> <li>• Levels of formality</li> <li>• Use of a range of organisational and presentation devices</li> <li>• Tense- switching tense to ensure formality</li> </ul>
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	<b>National Curriculum Statutory Requirements</b> <b>YEAR 5/6</b> <b>Word Reading</b>
<b>RW1</b>	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.

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 5/6</b> <b>Reading Comprehension</b>
	Maintain positive attitudes to reading and understanding of what they read by:
<b>RC1</b>	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
<b>RC2</b>	Reading books that are structured in different ways and reading for a range of purposes
<b>RC3</b>	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
<b>RC4</b>	Recommending books that they have read to their peers, giving reasons for their choices
<b>RC5</b>	Identifying and discussing themes and conventions in and across a wide range of writing
<b>RC6</b>	Making comparisons within and across books
<b>RC7</b>	Learning a wider range of poetry by heart
<b>RC8</b>	Preparing poems and plays to read aloud and perform, showing understanding through intonation , tone and volume so that the meaning is clear to an audience
	Understand what they read by
<b>RC9</b>	Checking that the book makes sense to the, discussing their understanding and exploring the meaning of words in context
<b>RC10</b>	Asking questions to improve their understanding
<b>RC11</b>	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>RC12</b>	Predicting what might happen from details stated and implied
<b>RC13</b>	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
<b>RC14</b>	Identifying how language, structure and presentation contribute to meaning
<b>RC15</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>RC16</b>	Distinguish between statements of fact and opinion
<b>RC17</b>	Retrieve, record and present information from non-fiction
<b>RC18</b>	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
<b>RC19</b>	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary
<b>RC20</b>	Provide reasoned justifications for their views

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 5/6</b> <b>Speaking and listening</b>
<b>SL1</b>	Listen and respond appropriately to adults and their peers
<b>SL2</b>	Ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	Use relevant strategies to build their vocabulary
<b>SL4</b>	Articulate and justify answers, arguments and opinions
<b>SL5</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>SL6</b>	Maintain attention and participate actively in collaborative conversations, staying on topic an initiating and responding to comments
<b>SL7</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>SL8</b>	Speak audibly and fluently with an increasing command of standard English
<b>SL9</b>	Participate in discussions, presentations, performances, role play, improvisations and debates
<b>SL10</b>	Gain, maintain and monitor the interest of the listener
<b>SL11</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>SL12</b>	Select and use appropriate registers for effective communication

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 5/6</b> <b>Writing Composition</b>
	Pupils should be taught to plan their writing by:
<b>WC1</b>	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
<b>WC2</b>	Noting and developing initial ideas drawing on reading and research where necessary
<b>WC3</b>	In writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed
	Draft and write by:
<b>WC4</b>	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
<b>WC5</b>	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
<b>WC6</b>	Précising longer passages
<b>WC7</b>	Using a wide range of devices to build cohesion within and across paragraphs
<b>WC8</b>	Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
	Evaluate and edit by
<b>WC9</b>	Assessing the effectiveness of their own and others' writing
<b>WC10</b>	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarifying meaning
<b>WC11</b>	Ensuring the consistent and correct use of tense throughout a piece of writing
<b>WC12</b>	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
<b>WC13</b>	Proof-read for spelling and punctuation errors
<b>WC14</b>	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

	<b>YEAR 6</b> <b>Grammar, Vocabulary and Punctuation</b>
<b>Word</b>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out- discover; ask for- request; go in- enter)</li> <li>How words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me))</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as if I were or were they to come in some very formal writing and speech)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g., the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis</li> <li>Layout devices (e.g. headings, sub-headings, columns, bullets or tables to structure a text)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to make the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>
<b>Terminology for pupils</b>	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

## Year 6 Spellings

### Autumn 1

Week 1 Ambitious Synonyms: Adjectives	Week 2 Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Week 3 Adjectives ending in -ant into nouns ending in -ance/ -ancy	Week 4 Adjectives ending in -ent into nouns ending in -ence/ -ency	Week 5 Hyphens: To Join a prefix ending in a vowel to a root word beginning with a vowel.	Week 6 Hyphens: To Join compound adjectives to avoid ambiguity
aggressive	advice	observant	innocent	co-operate	man-eating
hostile	advise	observance	innocence	co-ordinate	little-used
awkward	device	expectant	decent	co-own	rock-bottom
obstinate	devise	expectancy	decency	co-author	wide-eyed
desperate	licence	hesitant	excellent	re-enter	pig-headed
frantic	license	hesitancy	excellence	re-educate	tight-fisted
disastrous	practice	tolerant	confident	re-examine	cold-hearted
calamitous	practise	tolerance	confidence	re-evaluate	stone-faced
marvellous	prophecy	relevant	existent	re-energise	green-eyed
spectacular	prophecy	relevance	existence	re-elect	short-tempered

### Autumn 2

Week 1 Words ending in -able	Week 2 Words ending in -able	Week 3 Words ending in -ably	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Creating diminutives using prefixes micro- or mini-
applicable	adorable	adorably	temperature	suggest	minibus
tolerable	valuable	valuably	temper	digest	miniskirt
operable	advisable	believably	temperament	congestion	miniscule
considerable	believable	considerably	tempered	gesture	minibeast
dependable	desirable	tolerably	variety	gestation	minicab
comfortable	excitable	changeably	vary	lightning	minimum
reasonable	knowledgeable	noticeably	variation	daylight	microscope
perishable	likeable	dependably	varied	enlighten	microchip
breakable	changeable	comfortably	variable	twilight	microphone
fashionable	noticeable	reasonably	variance	limelight	microwave

## Spring 1

Week 1 Adding suffixes beginning with vowel letters to words ending in -fer	Week 2 Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Week 3 Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spelling Challenge Words
referring	siege	deceive	commit	interrupt	attached
referred	niece	conceive	committee	interfere	available
referral	grief	receive	transmit	intercept	average
reference	chief	perceive	submit	interject	competition
referee	fiend	ceiling	commitment	intertwine	conscience
preferring	shriek	receipt	emit	interim	controversy
preferred	believe	protein	permit	internal	correspond
preference	achieve	caffeine	intermittent	intersperse	embarrass
transferring	convenience	seize	omit	interloper	especially
transference	mischievous	neither	unremitting	interest	exaggerate

## Spring 2

Week 1 Words with endings which sound like /shuh/ after a vowel letter	Week 2 Words with endings which sound like /shuh/ after a consonant letter	Week 3 Words with a 'soft c' spelt /ce/	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spelling Challenge Words
official	partial	cemetery	accommodate	signature	foreign
special	confidential	certificate	accompany	assign	apparent
artificial	essential	celebrate	access	design	appreciate
social	substantial	necessary	accuse	designate	persuade
racial	torrential	deceased	accost	significant	individual
crucial	sequential	December	accrue	resignation	language
facial	potential	sacrifice	accuracy	resign	sufficient
beneficial	spatial	hindrance	accomplish	insignificant	determined
superficial	martial	nuisance	accumulate	assignment	explanation
antisocial	influential	prejudice	accentuate	signal	pronunciation

## Summer 1

Week 1 Word families based on common words, showing how words are related in form and meaning	Week 2 Words that can be nouns and verbs	Week 3 Words that can be nouns and verbs	Week 4 Words with a long /o/ sound spelt 'ou' or 'ow'	Week 5 Words ending in -ible	Week 6 Words ending in -ibly
programme	challenge	produce	shoulder	possible	possibly
telegram	protest	present	smoulder	horrible	horribly
hologram	broadcast	reason	mould	terrible	terribly
diagram	benefit	silence	poultry	visible	visibly
grammar	charge	support	soul	incredible	incredibly
grammatical	function	transport	shallow	sensible	sensibly
parallelogram	influence	surprise	window	forcible	forcibly
monogram	interest	scratch	blown	legible	legibly
programmer	object	freeze	known	responsible	responsibly
program	damage	balance	thrown	reversible	reversibly

## Summer 2

Week 1 Synonyms & Antonyms	Week 2 Synonyms & Antonyms	Week 3 Synonyms & Antonyms	Week 4 Synonyms & Antonyms	Week 5 Synonyms & Antonyms	Week 6 Synonyms & Antonyms
bellowed	immense	ecstatic	deafening	scorching	ambled
screeched	vast	jovial	piercing	searing	tottered
squealed	gigantic	exultant	blaring	sizzling	strolled
shrieked	gargantuan	elated	ear-piercing	blistering	staggered
squawked	mammoth	delighted	raucous	sweltering	sauntered
whispered	miniature	despondent	silent	chilly	sprinted
murmured	miniscule	forlorn	tranquil	frozen	raced
breathed	insignificant	dejected	inaudible	arctic	darted
sighed	microscopic	woeful	unobtrusive	bitter	dashed
muttered	petite	dismal	peaceful	wintry	galloped