



Abbey Mead Primary Academy
Year 6 Book Led Curriculum 2023-24

| Topic | Main Book | Writing Genres | Grammar Focus |
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| Autumn 1 WW1 | The Boy at the back of the class (4 weeks) | Short Outcome: Recount Main Writing: Informal letter Oracy focus: 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"> Subordinate clauses Multi-clause sentences Semi-colons Poetry grammatical features: Onomatopoeia, repetition, rhyme, personification, alliteration, power of three Precise Nouns Precise Verbs Formal Language Expanded noun phrases Tense- simple past and past progressive Heading, subheadings Formal language |
| Autumn 2 | War Horse Michael Morpurgo (7 weeks) | Short Outcome: Reflection GD- time stamp it. Short outcome: Setting description. (GD different perspective?) Main outcome: Chronological report/leaflet (Formal) Oracy focus: Physical- hot seating; express characters feelings to deepen understanding. Gesture and posture, facial expression. | |
| Autumn 1 | Titanium (3 weeks) | Main Writing: Narrative GD- include dialogue Oracy focus: Physical- Role play retelling the story; express characters' thoughts/feelings. | <ul style="list-style-type: none"> First person Present tense Emotive language Relative clauses Figurative language Prepositional phrases |
| Amazon Spring 1 | The Explorer: Katherine Rundell | Short outcome: Setting Description- The Den (GD- SD landing in the Amazon) Main outcome (Formal piece): Information leaflet – non chronological report (animals of the rainforest) GD- Combine 2 animals Oracy focus: Linguistic – appropriate vocabulary choices and grammar (relative clauses). | <ul style="list-style-type: none"> Expanded noun phrases Parenthesis Tenses Inverted commas Formal language Passive and active sentences Colons Modal verbs 1st person, third person |
| Spring 2 | Skellig | Short outcome: Spur of the moment narrative that includes dialogue. GD: timestamped | |

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| | | Oracy focus: Cognitive- structure and organisation of talk. | |
| Healthy Eating | Holes: Louis Sachar | Main Writing outcome: Persuasive Advert – boots Short outcome: Informal letter Oracy focus: Linguistic- using persuasive language. | <ul style="list-style-type: none"> • Exaggerated language • First/second/third person • Dashes/hyphens- informal punctuation with parenthesis • Technical language • Informal language/ non-standard English • Discourse markers • Direct/reported speech • Apostrophes for contraction/possession |
| Future-Inheritance and Evolution | Moth – Isabel Thomas POETRY | Poetry Oracy focus: Use language imaginatively to create surreal, surprising, amusing and inventive poetry. | <ul style="list-style-type: none"> • Use of a variety of organisational and presentational devices • Repetition for effect • Use language imaginatively to create surreal, surprising, amusing and inventive poetry. • Use simple metaphors and personification to create poems based on real or imagined experience. • Select pattern or form to match meaning and own voice. |

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| | National Curriculum Statutory Requirements YEAR 5/6 Word Reading |
| RW1 | 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. |

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| | National Curriculum Statutory Requirements YEAR 5/6 Reading Comprehension |
| | Maintain positive attitudes to reading and understanding of what they read by: |
| RC1 | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| RC2 | Reading books that are structured in different ways and reading for a range of purposes |
| RC3 | 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 |
| RC4 | Recommending books that they have read to their peers, giving reasons for their choices |
| RC5 | Identifying and discussing themes and conventions in and across a wide range of writing |
| RC6 | Making comparisons within and across books |
| RC7 | Learning a wider range of poetry by heart |
| RC8 | 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 |

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| RC9 | Checking that the book makes sense to the, discussing their understanding and exploring the meaning of words in context |
| RC10 | Asking questions to improve their understanding |
| RC11 | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| RC12 | Predicting what might happen from details stated and implied |
| RC13 | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| RC14 | Identifying how language, structure and presentation contribute to meaning |
| RC15 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| RC16 | Distinguish between statements of fact and opinion |
| RC17 | Retrieve, record and present information from non-fiction |
| RC18 | 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 |
| RC19 | 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 |
| RC20 | Provide reasoned justifications for their views |

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| | National Curriculum Statutory Requirements YEAR 5/6 Speaking and listening |
| SL1 | Listen and respond appropriately to adults and their peers |
| SL2 | Ask relevant questions to extend their understanding and knowledge |
| SL3 | Use relevant strategies to build their vocabulary |
| SL4 | Articulate and justify answers, arguments and opinions |
| SL5 | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings |
| SL6 | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |
| SL7 | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
| SL8 | Speak audibly and fluently with an increasing command of standard English |
| SL9 | Participate in discussions, presentations, performances, role play, improvisations and debates |
| SL10 | Gain, maintain and monitor the interest of the listener |
| SL11 | Consider and evaluate different viewpoints, attending to and building on the contributions of others |
| SL12 | Select and use appropriate registers for effective communication |
| | National Curriculum Statutory Requirements YEAR 5/6 Writing Composition |
| | Pupils should be taught to plan their writing by: |
| WC1 | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
| WC2 | Noting and developing initial ideas drawing on reading and research where necessary |
| WC3 | 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: |
| WC4 | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
| WC5 | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action |
| WC6 | Précising longer passages |
| WC7 | Using a wide range of devices to build cohesion within and across paragraphs |
| WC8 | Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) |
| | Evaluate and edit by |
| WC9 | Assessing the effectiveness of their own and others' writing |
| WC10 | Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarifying meaning |
| WC11 | Ensuring the consistent and correct use of tense throughout a piece of writing |

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| WC12 | Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
| WC13 | Proof-read for spelling and punctuation errors |
| WC14 | Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |

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| | YEAR 6 Grammar, Vocabulary and Punctuation |
| Word | <ul style="list-style-type: none"> 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) How words are related by meaning as synonyms and antonyms (e.g. big, large, little) |
| Sentence | <ul style="list-style-type: none"> 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 what broken (by me)) 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) |
| Text | <ul style="list-style-type: none"> 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 Layout devices (e.g. headings, sub-headings, columns, bullets or tables to structure a text) |
| Punctuation | <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to make the boundary between independent clauses (e.g. It's raining; I'm fed up) 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 (e.g. man eating shark versus man-eating shark, or recover versus re-cover) |
| Terminology for pupils | 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 | prophesy | relevance | existence | re-elect | short-tempered |

Autumn 2

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 |

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| | | | showing how words are related in form and meaning | showing how words are related in form and meaning | or mini- |
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| 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 |
| screached | 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 |