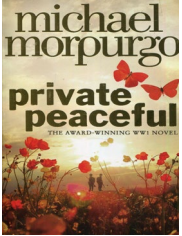
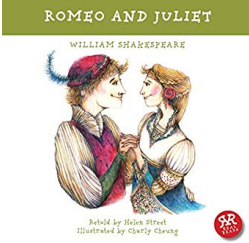
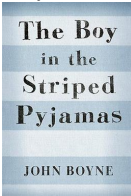


Central Park Primary School – English Curriculum Overview - Year 6

Characteristics of readers	Characteristics of writers	When completing reading phase of learning children should...
<ul style="list-style-type: none"> ➤ Excellent phonic knowledge and skills ➤ Fluency and accuracy in reading across a wide range of contexts throughout the curriculum ➤ Knowledge of an extensive and rich vocabulary ➤ An excellent comprehension of texts ➤ The motivation to read for both study and for pleasure ➤ Extensive knowledge through having read a rich and varied range of texts 	<ul style="list-style-type: none"> ➤ The ability to write fluently and with interesting detail on a number of topics throughout the curriculum A vivid imagination which makes readers engage with and enjoy their writing ➤ A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description ➤ Well organised and structured writing, which includes a variety of sentence structures ➤ Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat ➤ A love of writing and an appreciation of its educational, cultural and entertainment values 	<ul style="list-style-type: none"> ➤ Read and listen to a wide range of styles of text ➤ Listen to and discuss a wide range of texts ➤ Learn poetry by heart ➤ Increase familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures ➤ Take part in conversations about books ➤ Use school and community based libraries – look at classification systems ➤ Look at books with a different alphabet to English ➤ Read and listen to whole books

On the first day of every long term, there should be a focus on the author of the core text for the term. Each new core text must be introduced and show the author name, title of other books and when it was written – Children must remember key books they have studied and this should be referred to regularly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class texts (for storytelling or to support non-core subjects)	War horse – Michael Morpurgo My swordhand is singing – Marcus Sedgwick		Lion Boy – Zizou Corder Tell me no lies – Malorie Blackman		The curious incident of the dog in the night time – Mark Haddon	
Archaic texts	A Christmas Carol – Charles Dickens		War horse – Michael Morpurgo		The Hobbit – JRR Tolkien	

Core Text	 Private Peaceful – Michael Murpurgo				Romeo and Juliet – William Shakespeare 	Boy in the Striped Pyjamas – John Boyne 			
Unit	Day 1 focus on the author of the core text for term	Autobiographies (2 weeks) Poetry (2 weeks) Letters (2 weeks)	Newspaper reports (2 weeks) Narrative – (4 weeks)	Day 1 focus on the author of the core text for term	Balanced arguments (4 weeks) Poetry – Choral and performance (2 weeks)	Newspaper reports (1 week) Persuasive text (1 week) Poetry (1 week) Formal writing (1 week) Argument (1 week) Narrative (1 week)	Day 1 focus on the author of the core text for term	Play scripts (3 weeks) Persuasive writing (2 weeks)	Narrative (4 weeks) Performance (2 weeks)
Mini outcome to be covered in the reading phase of the unit		Within poetry – Write a review Within letters – Diary entry	Within narrative – Write a persuasive piece Biography of a character		Within arguments – Write formally			Within play scripts -Persuasive writing -Review of the play	Within Narrative -Setting description - Newspaper report - - Write formally
Final Outcome	Autobiography War poem Letter home to a loved one	News report Write an additional chapter (flashback or flash-forward)	Balanced argument Poetry performance	Each week to have a written outcome – following the genre of the week	Create an additional scene. Persuade a character to become either a Capulet or Montague.	Write an alternate ending End of year performance			

Publishing	<p>Autobiography to be published on google slides</p> <p>War poem to be handwritten for writing portfolio</p> <p>Letter home to be handwritten for writing portfolio</p>	<p>News report to be typed for writing portfolio</p> <p>Narrative to be handwritten for writing portfolio</p>	<p>Balanced argument to be handwritten for writing portfolio</p> <p>Poetry performance to be handwritten and filmed</p>		<p>Play script to be typed for writing portfolio</p> <p>Persuasive text to be typed for writing portfolio</p>	<p>Narrative to be handwritten for writing portfolio</p> <p>End of year Performance</p>