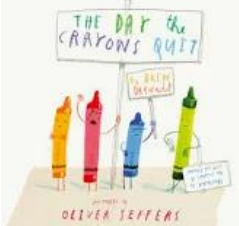
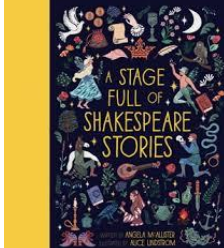
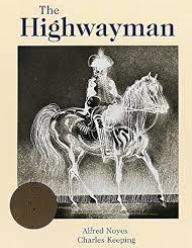
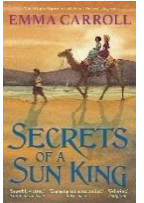
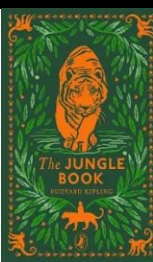
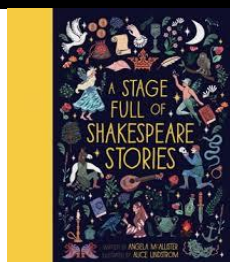
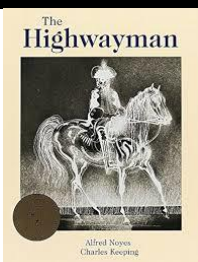
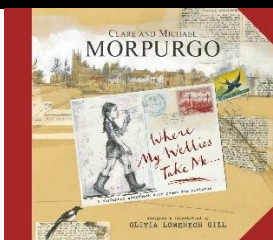


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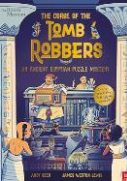
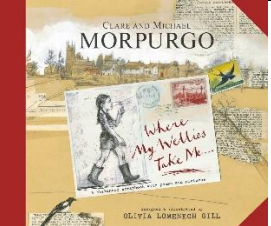
Term / Topic	Transition Unit (1 week) The Day the Crayons Quit	Autumn 1 (6 weeks) Terrible Tudors	Autumn 2 (7 weeks) Survival	Spring 1 (5 weeks) Seriously Shakespeare	Spring 2 (5 weeks 4 days) Blackfish	Summer 1 (SATS) (6 weeks) Out of Africa	Summer 2 (7 weeks) Alpaca My Bag
Handwriting		Increasing fluency in joined handwriting. Focus on high expectations around presentation.		Secure legible, joined handwriting. Intervention and support where needed.		Secure legible, joined handwriting. Intervention and support where needed.	
		Apply KS1 spelling, Year 3/4 and Year 5/6 statutory spellings and taught rules and patterns at the point of writing.		Apply KS1 spelling, Year 3/4 and Year 5/6 statutory spellings and taught rules and patterns at the point of writing.		Apply KS1 spelling, Year 3/4 and Year 5/6 statutory spellings and taught rules and patterns at the point of writing.	
		Spelling errors are edited independently with reference to taught rules.		Spelling errors are edited independently with reference to taught rules.		Spelling errors are edited independently with reference to taught rules.	
Common exception words/ Spelling list - (daily dictation focus)		Double consonants – appreciate, attached, committee, communicate, community, according, attached, determined, equipment, equipped	- ough letter strings – thorough, enough, though, plough, thought, cemetery, convenience, criticise, excellent, existence	'I' before 'e' only – soldier, sufficient (exception), variety, ancient (exception), foreign (exception), conscience, conscious, desperate, yacht, entrepreneur	Unstressed vowels – average, definite, dictionary, embarrass, environment, identity, individual, interfere, interrupt, leisure	Unstressed consonants – government, handsome, castle, raspberry, cupboard, wrapper, handkerchief, February, doubt, crumb	Own words (common classroom errors)
Hook (text, video, artefacts)	 The Day the Crayons Quit by Drew Daywalt	 The Queen's Fool by Ally Sherrick	 Jungle Book by Rudyard Kipling	 Macbeth by Shakespeare from: a stage full of Shakespeare stories by Angela McAllister and Alice Lindstrom	 Real-life dragons, stories of survival by Anita Ganeri	 The Highwayman by Alfred Noyes	 Secrets of a sun king by Emma Carroll (Read aloud)
Writing Genre 1	Informal letter	Character description	Setting description	1 st person narrative (monologue)	Non-chronological report (faction piece)	Narrative with dialogue	Additional time for moderation piece if required/ to review and improve earlier pieces.
Purpose and Audience	To inform About why the crayons have to quit	To describe To understand what the character is like	To describe To understand what the place is like	To entertain About Macbeth ordering the killing of King Duncan.	To inform To understand about the invented animal.	To entertain About the moment Lilian makes a discovery.	TBC – based on need for moderation pieces or end of term outcomes.
Continuous	Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.						
	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.						
	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.						
	Proof-read for spelling and punctuation errors.						
Sentence skills	Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use expanded noun phrases to convey information concisely. The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Use expanded noun phrases to convey information concisely.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Use expanded noun phrases to convey complicated information concisely. Use of the passive to affect the presentation of information in a sentence.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Refer to previously taught content and QLA for pieces in Summer 2.
Punctuation	Brackets, dashes or commas to indicate parenthesis.	Brackets, dashes or commas to indicate parenthesis. Use of the colon to introduce a list and use of semi colons within lists.	Use of the semi colon, colon and dash to mark the boundary between independent clauses.	Use of the semi colon, colon and dash to mark the boundary between independent clauses. How hyphens can be used to avoid ambiguity.	Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.	Use of the semi colon, colon and dash to mark the boundary between independent clauses.	
Dialogue skills	Use a wide range of clause structures, sometimes varying their position within the sentence. Assured and conscious control over levels of formality.	Use a wide range of clause structures, sometimes varying their position within the sentence. Assured and conscious control over levels of formality.	Assured and conscious control over levels of formality.	Assured and conscious control over levels of formality. Integrate dialogue to convey character and advance action.	Assured and conscious control over levels of formality.	Assured and conscious control over levels of formality. Integrate dialogue to convey character and advance action.	
Word level skills	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
Cohesion	Devices to build cohesion within a paragraph.	Devices to build cohesion within a paragraph.	Devices to build cohesion within a paragraph.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and	
Paragraph skills			Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,	use of adverbials such as on the			

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			secondly] or tense choices [for example, he had seen her before].	other hand in contrast or as a consequence], and ellipsis.	ellipsis.	ellipsis.	
Final outcome 1	To write an informal letter to Duncan, owner of the pencil case.	A description of Henry VIII from the Tudor time era.	A description of the Jungle from Mowgli's perspective.	Internal monologue from the point of view of Lady Macbeth, persuading Macbeth to kill King Duncan and take the throne.	To write a non-chronological report for an invented creature.	To write part of Lilians discovery/ adventure including dialogue between speakers.	TBC for needed pieces Or... Narrative from point of view of the Highwayman.
Site of application							

Hook (text, video, artefacts)							
		The Secret in the Tower by Andrew Beattie	Jungle Book by Rudyard Kipling	Macbeth by Shakespeare from: a stage full of Shakespeare stories by Angela McAllister and Alice Lindstrom	Blackfish video	The Highwayman by Alfred Noyes	Where my Wellies take me by Michael Morpurgo
Writing Genre 2		Character/ Setting description	Adventure narrative with dialogue	Instructional piece	Persuasive speech	Diary	Poetry
Purpose and Audience		To describe To understand what the place is like	To entertain About the fight between characters.	To inform Write in the style of an author	To inform Persuade people against the captivity at Seaworld	To recount Recount a set of events	To entertain Performance poetry
Continuous Sentence skills			The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Use expanded noun phrases to convey complicated information concisely.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Use of the passive to affect the presentation of information in a sentence.	Refer to previously taught content and GLA for pieces in Summer 2.
Punctuation		Use of the semi colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi colons within lists.	How hyphens can be used to avoid ambiguity.	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.	Use of the semi colon, colon and dash to mark the boundary between independent clauses.	Use of the semi colon, colon and dash to mark the boundary between independent clauses. How hyphens can be used to avoid ambiguity.	
Dialogue skills		Use a wide range of clause structures, sometimes varying their position within the sentence. Assured and conscious control over levels of formality.	Use of the appropriate register, including colloquial language within dialogue. Assured and conscious control over levels of formality. Integrate dialogue to convey character and advance action. The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing.	Assured and conscious control over levels of formality.	Assured and conscious control over levels of formality. The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing.	Assured and conscious control over levels of formality.	
Word level skills		Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
Cohesion Paragraph skills		Devices to build cohesion within a paragraph	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.	
Final outcome		To write a description of a Tudor royal banquet table.	To rewrite the lead to and fight with Shere Khan.	To write a set of instructions for a witches potion.	To write a persuasive speech to the owners of SeaWorld, about the conditions the whales are subjected to.	To write a diary as Lilian hunting for the mysterious tomb.	Create a free verse poem linking to their time at school. Or... Poem from P.O.V of the Highway man
Site of application							

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Hook (text, video, artefacts)							
Writing Genre 3		Non-chronological report	Formal letter		Biography	Non-chronological report	Persuasive speech
Purpose and Audience		To inform To understand about the Tudors	To inform A letter to other members of the group.		To inform About the life of a significant person of interest.	To inform Write a factual double page spread about an aspect of ancient egyption life.	To persuade Write a speech to be given in assembly
Continuous							
Sentence skills		Use expanded noun phrases to convey complicated information concisely. Use of the passive to affect the presentation of information in a sentence.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.		Use expanded noun phrases to convey complicated information concisely. Use of the passive to affect the presentation of information in a sentence.	Use expanded noun phrases to convey complicated information concisely. Use of the passive to affect the presentation of information in a sentence.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
Punctuation		Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.	How hyphens can be used to avoid ambiguity.		Punctuation of bullet points to list information.	Punctuation of bullet points to list information.	How hyphens can be used to avoid ambiguity.
Dialogue skills		Assured and conscious control over levels of formality.	The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing.		Assured and conscious control over levels of formality.	Assured and conscious control over levels of formality.	The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing.
Word level skills		Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Cohesion							
Paragraph skills		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast or as a consequence], and ellipsis.
Final outcome		To write a fact page about a key figure (Henry VIII, Elizabeth I, Thomas Moore).	To write a formal letter from the wolfpack to the weakest member of the pack.		To write a biography about the upbringing, lifetime achievements and legacy. (Choice of 3)	To write a factual double page spread for an aspect of Ancient Egypt (pyramids, pharaohs, mummifying)	To write a persuasive speech for the end of school leavers assembly.
Site of application							
Project writing opportunities							