

Year 6 English Curriculum Overview 2026 - 27

We have reviewed our English curriculum in line with the National Curriculum, Ofsted English Research and Review document and the DFE Writing Framework. This is also linked to the St Ann's Oracy Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Macbeth		Selfish Giant			
Outcome						
Writing – Transcription	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	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] 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.	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	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] 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.	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	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] 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.

Handwriting	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.	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.	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.	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.	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.	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.
Writing – Composition	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	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 noting and developing initial ideas, drawing on reading and research where necessary précising longer passages assessing the effectiveness of their own and others' writing proposing changes to vocabulary,	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 précising longer passages using a wide range of devices to build cohesion within and across paragraphs	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 précising longer passages 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	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 précising longer passages 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	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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

	atmosphere and integrating dialogue to convey character and advance the action précising longer passages 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 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	grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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	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 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 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	ensuring the consistent and correct use of tense throughout a piece of writing 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	punctuation to enhance effects and clarify meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ensuring the consistent and correct use of tense throughout a piece of writing 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	noting and developing initial ideas, drawing on reading and research where necessary précising longer passages 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 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
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Writing – vocabulary, grammar and punctuation	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list	using passive verbs to affect the presentation of information in a sentence using modal verbs or adverbs to indicate degrees of possibility using expanded noun phrases to convey complicated information concisely using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using brackets, dashes or commas to indicate parenthesis	using expanded noun phrases to convey complicated information concisely using the perfect form of verbs to mark relationships of time and cause using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list	using passive verbs to affect the presentation of information in a sentence using expanded noun phrases to convey complicated information concisely using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list	using passive verbs to affect the presentation of information in a sentence using modal verbs or adverbs to indicate degrees of possibility using the perfect form of verbs to mark relationships of time and cause using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses punctuating bullet points consistently	using expanded noun phrases to convey complicated information concisely using the perfect form of verbs to mark relationships of time and cause using brackets, dashes or commas to indicate parenthesis
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		using a colon to introduce a list punctuating bullet points consistently				
Non – Negotiables	Embed Year 5 non – negotiables using expanded noun phrases to convey complicated information concisely	using a wide range of devices to build cohesion within and across paragraphs proof-read for spelling and punctuation errors	using brackets, dashes or commas to indicate parenthesis using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using semi-colons, colons or dashes to mark boundaries between independent clauses	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using hyphens to avoid ambiguity	

