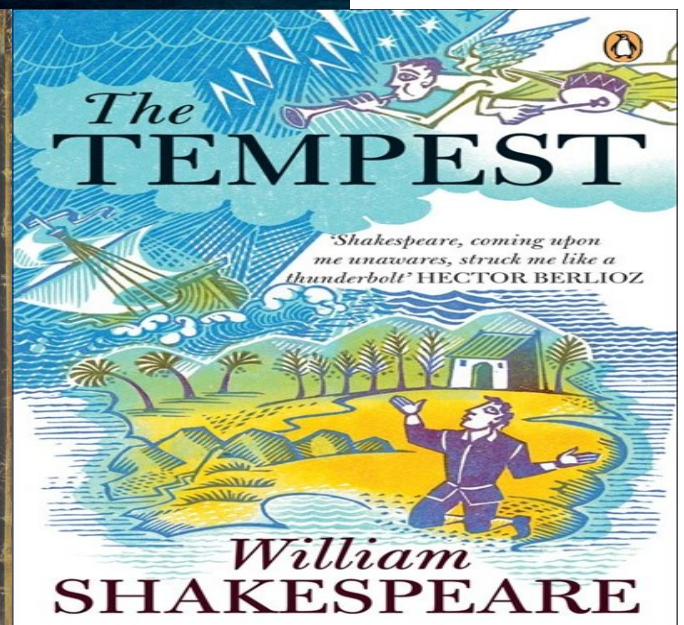
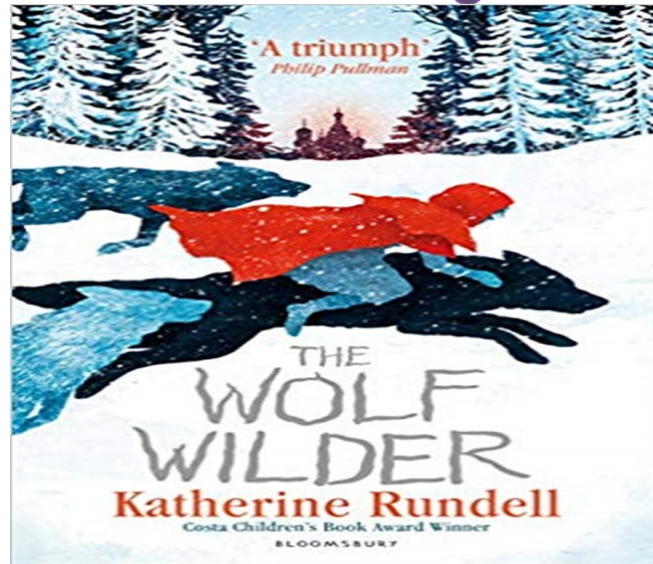




Year 6 Novel Study Curriculum





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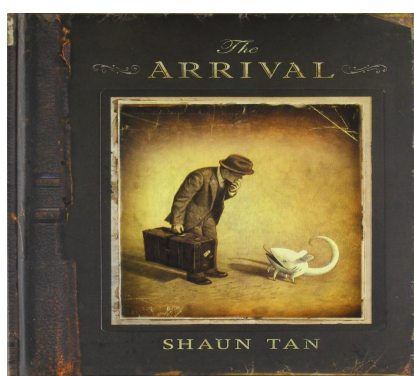
Autumn Text Types Covered:

Predictions (justifying predictions, formal language)
 Balanced Argument (Formal sentence structures, non-fiction structure)
 Action Sequence (colons, dramatic, vary sentence length, slow build)
 Fear-themed writing (vivid, detailed description, imagery)
 Character description, within narrative (subtle description, embedding description within paragraphs)
 Sorrow Poems (abstract/collective nouns, metaphor, imagery)
 Diary writing (parenthesis, semi-colon, adverbials, 1st person purpose)
 Narrative (setting, paragraphing, varying verb use, maintain character)
 Narrative ending (keep continuity, refer back to story, types of ending)



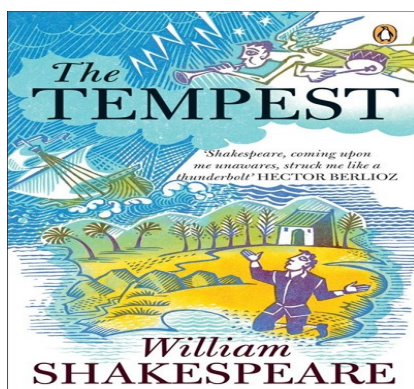
Spring Text Types Covered:

Prediction (evidenced from vocabulary, draw on other novels knowledge)
 Mechanical description (varied expanded noun phrases, subordination)
 Newspaper (varied tenses, informal/formal, ind/direct speech)
 Informal letter (passive form, all punctuation)
 Characterisation (detailed habits)
 Contrasting setting descriptions (free/enclosed setting)
 Narrative (escalation/de-escalation, cohesion)
 Biography (precise adverbials, expanding non-fiction paragraphs)
 Narrative (subject specific vocabulary, formal/informal contrast)
 Adventure story (verb forms, progress the action, engage the reader)



Summer 1 Text Types Covered:

Balanced Argument (inference, detailed arguments)
 Letter writing 'lost' feeling (emotive language, imagery)
 Theme reflection - oppression/friendship (inferring from actions, developing/explaining inference)
 Video Diary (perform own writing aloud)
 Narrative of an immigrant's story (other cultures, cohesion)



Summer 2 Text Types Covered:

Analysing language (English classic, formal language, old English)
 Dramatic narration (speak audibly and fluently, performing)
 Character development (Prospero, performing, maintain role)
 Dramatic scene (writing, perform, gain and monitor interest of listeners)
 Play scene script (script style, speech, character development)

Reading Coverage

As taken from the National Curriculum	In summarised form	Year 6
• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words	Use knowledge of morphology and etymology to read aloud and understand new words	All English lessons/AR
• making comparisons within and across books	Make comparisons within and across books	Reading lessons
• modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions	All novels
• identifying and discussing themes and conventions in and across a wide range of writing	Identify and discuss themes and conventions across a wide range of writing	All novels
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Discuss understanding of texts, including exploring meaning of words in context	Reading lessons
• asking questions to improve their understanding	Ask questions to improve understanding of texts	Reading/writing lessons
• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarise ideas drawn from more than one paragraphs, identifying key details	Reading lessons
• predicting what might happen from details stated and implied	Predict future events from details stated and implied	Reading/writing lessons
• identifying how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning	Reading/writing lessons
• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss how authors use language, including figurative language, to affect the reader	All novels
• recommending books that they have read to their peers, giving reasons for their choices	Make book recommendations, giving reasons for choices	AR
• participate in discussions about books, building on their own and others' ideas and challenging views courteously	Participate in discussions about books, building on and challenging ideas	All novels/AR
• explain and discuss their understanding of what they have read,	Explain and discuss understanding of reading	All novels/AR
• including through formal presentations and debates,	Participate in formal presentations and debates about reading	The Tempest
• provide reasoned justifications for their views	Provide reasoned justifications for views	All novels/AR

Writing Coverage

As taken from the National Curriculum	In summarised form	Primary Coverage Y6
• spell some words with 'silent' letters	Spell some words with silent letters	Spelling/writing lessons
• continue to distinguish between homophones and other words which are often confused	Recognise and use spellings for homophones and other often-confused words	Spelling/writing lessons
• use dictionaries to check the spelling and meaning of words	Use a dictionary to check spelling and meaning	Writing and reading lessons
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Identify the audience and purpose before writing, and adapt accordingly	All novels and genres
• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Select appropriate grammar and vocabulary to change or enhance meaning	All novels and genres
• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Develop setting, atmosphere and character, including through dialogue	Wolf Wilder 1st
• précisising longer passages	Précis longer passages	All novels (longer writes)
• using a wide range of devices to build cohesion within and across paragraphs	Use a range of cohesive devices	All novels
• using further organisational and presentational devices to structure text and to guide the reader	Use advanced organisational and presentational devices	Cogheart
• ensuring the consistent and correct use of tense throughout a piece of writing	Use the correct tense consistently throughout a piece of writing	All novels/grammar lessons
• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Ensure correct subject and verb agreement	All novels/grammar lessons
• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform compositions using appropriate intonation, volume and movement	The Tempest/The Arrival
• use a thesaurus	Use a thesaurus	All novels
• using expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely	Used in all novels
• using modal verbs or adverbs to indicate degrees of possibility	Use modal verbs or adverbs to indicate degrees of possibility	Cogheart/Grammar lessons
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Use relative clauses	Used in all novels
• converting nouns or adjectives into verbs	Convert nouns or adjectives into verbs	Grammar lessons/wolf wilder poems
• devices to build cohesion, including adverbials of time, place and number	Use adverbials of time, place and number for cohesion	All novels
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Recognise vocabulary and structures that are appropriate for formal use	Cogheart
• using passive verbs to affect the presentation of information in a sentence	Use passive verbs to affect the presentation of information	Cogheart/ The Arrival
• using the perfect form of verbs to mark relationships of time and cause	Use the perfect form of verbs to mark relationships of time and cause	Cogheart
• differences in informal and formal language	Recognise difference in informal and formal language	Wolf Wilder (BA), Cogheart
• further cohesive devices such as grammatical connections and adverbials	Use grammatical connections and adverbials for cohesion	Wolf Wilder + Cogheart
• use of ellipsis	Use ellipsis	The Arrival
• using commas to clarify meaning or avoid ambiguity in writing	Use commas to clarify meaning or avoid ambiguity	All novels/grammar lessons
• using brackets, dashes or commas to indicate parenthesis	Use brackets, dashes and commas to indicate parenthesis	Wolf Wilder 1st
• using hyphens to avoid ambiguity	Use hyphens to avoid ambiguity	Spelling/ Wolf Wilder 1st
• using semicolons, colons or dashes to mark boundaries between independent clauses	Use semi-colons, colons and dashes between independent clauses	Wolf Wilder 1st
• using a colon to introduce a list	Use a colon to introduce a list	Wolf Wilder 1st/ Grammar lessons
• punctuating bullet points consistently	Punctuate bullet points consistently	The Arrival

Genre Progression

Genre	ES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fairy Tale/ Fable	Jack and The Beanstalk The Little Red Hen	Little Red Riding Hood	Into the For- est	Bill's New Frock The Lost Happy Endings	Iron Man		Wolf Wilder (style)
Fantasy	Jack and the Beanstalk	Where the Wild Things Are	The Tear Thief	The Tunnel Charlotte's Web The Lost Happy Endings	Iron Man The Rabbits A Midsummer Nights Dream The L, TW, TW	Harry Potter Skellig The Viewer	The Tempest
Poetry		Where the Wild things Are	The Tear Thief Jinnie Ghost	The Lost Happy Endings A-Z Poetry	A Midsummer Nights Dream	The Highway- man	The Tempest
Myths/ Legends				Varjak Paw	The L, TW, TW		
Other Cul- tures/ diversity	Handa's Sur- prise	The Queen's Knickers	Jinnie Ghost	Bill's New Frock Varjak Paw	The Rabbits Wonder	The Viewer	The Wolf Wilder The Arrival
Historical		The Queen's Knickers		Charlotte's Web (1930-1950)	The Rabbits A Midsummer Nights Dream The L, TW, TW	The Highway- man	The Wolf Wilder The Arrival The Tempest
Horror/Fear		Where the Wild Things Are The Tin For- est	Jinnie Ghost	The Tunnel The Lost Happy Endings			
Family	Owl Babies We're Going on a Bear Hunt	Little Red Riding Hood The Tiger Who Came to Tea Where the Wild Things Are	The Legend of Spud Mur- phy Clarice Bean 'That's Me' Fantastic Mr. Fox	The Tunnel Varjak Paw	Wonder A Midsummer Nights Dream	Kensuke's Kingdom	The Wolf Wilder The Arrival Cogheart
Nature/ animals	We're Going on a Bear Hunt Owl Babies The Little Red Hen	The Tiger Who Came to Tea The Tin For- est	Into the For- est Fantastic Mr. Fox	Charlotte's Web Varjak Paw	The Rabbits The L, TW, TW		The Wolf Wilder
Humour		Where the Wild Things Are The Queen's Knickers	The Legend of Spud Mur- phy Clarice Bean 'That's Me' Fantastic Mr. Fox	A-Z Poetry	Wonder		The Wolf Wilder
Adventure	We're Going on a Bear Hunt The Hungry Caterpillar	Little Red Riding Hood Where the Wild Things Are	Fantastic Mr. Fox	The Tunnel Varjak Paw	The L, TW, TW	Harry Potter	The Wolf Wilder Cogheart
Mystery		The Man on the Moon	The Tear Thief Jinnie Ghost	The Tunnel The Lost Happy Endings		Skellig The Viewer	
Action/ Thriller			The Legend of Spud Mur- phy Fantastic Mr. Fox	Varjak Paw	Iron Man	Harry Potter	The Wolf Wilder
Science-Fiction		The Tin For- est The Man on the Moon			The Rabbits	Skellig	Cogheart

Notes on the Curriculum and Progression

The year six novel study curriculum progresses logically from the reading and writing skills taught and learned in year five. By the end of the year, children will have been taught the National Curriculum in its entirety for reading and writing. The novels are challenging, both in terms of language and the issues raised, and provide the children with quality examples of the high standard they will be taught to attain.

The Autumn term, 'Wolf Wilder' novel, is a modern classic, with deep historical links and an action packed writing style. In reading, the children are taught to empathise, analyse rich vocabulary and figurative language, to build an understanding of the author's intent. They also learn to debate, using evidence from their reading. In writing, the children are taught to develop their punctuation using colons, semi colons, and varied parenthesis. They are also introduced to different levels of formality, and taught to write for different purposes. Purposeful variation of sentence structure is also taught. Editing skills to improve longer pieces are also a focus, as the children learn to make a range of improvements in their writing.

In the Spring Term, 'Cogheart' is read and provides a contrasting style to 'The Wolf Wilder' and a more formal style than the novels children have previously been formally taught. In reading, children develop their justification skills and challenge each other's ideas, particularly relating to discrimination against mechanicals in the novel. In writing, pupils are taught to structure and organise a range of non-fiction texts. They are also taught to use specific, formal language and maintain formality within speech. The full range of verb forms are also taught. The ability to develop narratives through escalating and de-escalating events are also taught, to enable children to be taught how stories of novel length are formed.

In the Summer term, 'The Arrival' provides a book based entirely on illustrations, without any supporting text. This text allows teachers to teach pupils to infer from a range of clues, and builds understanding of the experiences of immigrants in the past, many of which still hold true today. Pupils are also taught to use their writing to perform, using video diaries to perform their written pieces. Additionally, 'The Tempest' then supports the teaching of many of the performing elements of the National Curriculum, and gives pupils skills required for effective oral and physical performance. Pupils are also taught to write a playscript in the correct style.