

Year 5/6 English Overview 2026-2027 Cycle B

Persuade (P)

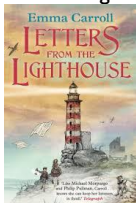
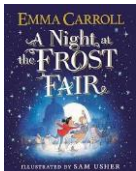
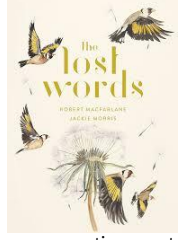
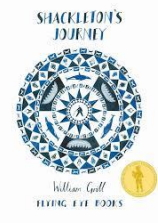
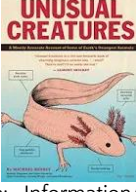
Inform (I)

Entertain (E)

Discuss (D)

Recount (R)

Year 6

Blitz and pieces WW2	One Planet: Global Trade	Monarchs	Get Out and About and Active	Creation and Evolution	Kew through our eyes
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Letters from a Light House  By Emma Corroll Outcomes: Report of the bomb exploding end of chapter 1 Persuasion: should the light house be pulled down? P E SOA: narrative with dialogue	Frost Fair  By Emma Carroll Outcome: Time- slip narrative (E) SOA: Setting description	The Happy Prince By Oscar Wilde  Outcome: An email to the local council sharing thoughts around the removal of the statue (P) (I) SOA: Diary entry	Umbrella  Outcome: a narrative based on the film Purpose:	Darwin's Dragons By Lyndsay Galvin  Outcome Rewriting a chapter-narrative with dialogue Letter survival guide	Boy in the Tower By Polly Ho-Yen  Multiple outcomes: Survival Guide Present tense description of the Bluchers- letter to Kew Gardens Formal Missing chapter narrative – dialogue
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Survivors  Outcome: Diary entry of one of their experiences SOA: report on the events/ rescue	The Lost Words By Robert macfarlane  Outcome: narrative poetry (E) SOA: Non chron report based on an animal from the text	Macbeth By William Shakespeare  Outcome: A frame narrative (E) SOA: Modern-twist email	Shackleton's Journey  Outcome: Formal letter (I) (D) SOA: Modern-twist email	Unusual Creatures By Michael Hearst  Outcome: Information/ non chro persuasive speech (consistent tone) (P)(I)(E)(D) SOA: diary entry	The Alchemist's Letter Visual Literacy  Outcome: A first person narrative of the film written from the perspective of the alchemist's son/ (E) SOA: non-fiction report

*Guided Reading driven by learning Journey text driver, as well as by a range of additional texts to develop reading stamina.

Y6 class writing objectives – what we are teaching, when and why

· To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of learning journeys

· These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

Letters from a Light House Phase 2	Frost Fair Phase 2	The Happy Prince Phase 2	Umbrella Phase 2	Darwin's Dragons Phase 2	Boy in the Tower Multiple outcomes: Phase 2
I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.	In narratives I can describe settings	I can use modal verbs or adverbs to indicate degrees of possibility.	I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action	I can draft and write by using a wide range of devices to build cohesion within and across paragraphs	I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
I can use expanded noun phrases to explain complicated information simply.	I can integrate dialogue to convey character	.		I can integrate dialogue to convey character	
I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.	I can use semicolons, colons or dashes to mark boundaries between independent clauses	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (for example omitted) relative pronoun.	I can ensure the consistent and correct use of tense throughout a piece of writing	I can use semicolons, colons or dashes to mark boundaries between independent clauses	I can use the colon to introduce a list and use semi-colons within lists. I can use bullet points to list information.
I can use different techniques to make my writing flow and link paragraphs.	I can use relative clauses	I can use the passive to affect the presentation of information in a Sentence	Phase 3	I can plan my writing by in writing narratives, considering how characters and settings are developed	I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text
Phase 3	I can read work looking for spelling errors and correct them using a dictionary. Phase 3	I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	I can draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Phase 3	I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.
I can give reasoned feedback on mine and others' work to improve it.	I can proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, and use of hyphens	I can proof-read for spelling and punctuation errors .	I can evaluate and edit by assessing the effectiveness of their own and others' writing	I can use grammar and vocabulary which is suited to the purpose of my writing.	
	Oracy I can confidently explain the meaning of words and offer alternative synonyms	Oracy I can consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others	Oracy I can articulate and justify answers, arguments and opinions	I can give reasoned feedback on mine and others' work to improve it.	
Oracy I can use a broad, deep and rich vocabulary to discuss a range of topics	The Lost Words Phase 2 I can use figurative language in a range of writing			Oracy I can use adventurous and ambitious vocabulary in speech, which is always	I can use different techniques to make my writing flow and link paragraph

Survivors Phase 2 I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clause Use modal verbs to indicate degrees of possibility Phase 3 I can mark and edit work to have the correct subject and verb Agreement. I can proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, and use of Hyphens.	I can select appropriate vocabulary, understanding how such choices can change and enhance meaning I can use knowledge of morphology and etymology in spelling. I can use expanded noun phrases to explain complicated information simply. Phase 3 I can note and develop initial ideas, drawing on reading and research where necessary I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. Oracy I can confidently explain the meaning of words and offer alternative synonyms	Macbeth Phase 2 I can use expanded noun phrases to explain complicated information simply In narratives, describe settings, characters and atmosphere I can select verb forms for meaning and effect, eg deliberate change of tense Phase 3 I can select the appropriate form and use other similar writing models as their own I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose. I can propose changes to vocabulary, grammar and punctuation to enhance effects I can note and develop initial ideas, drawing on reading and research where necessary . Oracy	Shackleton Phase 2 I can understand and apply language appropriate for formal speech I can use the subjunctive form for formality I can understand and apply commas for parenthesis Phase 3 I can note and develop initial ideas, drawing on reading and research where necessary I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. Oracy I can use a broad, deep and rich vocabulary to discuss a range of topics	appropriate to the topic, audience and purpose Unusual Creatures I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis. I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text. I can use bullet points to list information.	Phase 3 I can proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, and use of hyphens. Oracy I can articulate and justify answers, arguments and opinions The Alchemist's Letter Phase 2 I can use expanded noun phrases to convey complicated information concisely Phase 3 I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. · I can evaluate and edit by assessing the effectiveness of their own and others' writing. · I can mark and edit work to have the correct tense throughout.
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Oracy I can give well-structured descriptions, explanations, presentations and narratives for different purposes- including feelings		I can participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).			Biography piece Phase 2 I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward. Phase 3 I can mark and edit work to have the correct tense throughout. I can read work looking for spelling errors and correct them using a dictionary. I can proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
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