

Year 6 - English Language Overview 2025-26

Dates	Year-long	15th Sept- 7th Nov	5th Jan - 13th Feb	Feb 25th- Mar 27th (& September to March)	Apr 13th - May 29th	
		How We Express Ourselves - Year-Long The process of creating enables people to develop an appreciation of the aesthetic. - Creating as a process - Using creativity to solve problems - Using processes to create and respond - What makes a successful collaborator				
UOI	Who We Are Year Long An understanding of the self helps humans flourish throughout life.	Sharing The Planet Biodiversity relies on maintaining a balance within nature.	How We Organise Ourselves Organisations can provide services within communities.	Exhibition	Where We Are In Place and Time Throughout history, discoveries have transformed lives	How The World Works Innovation can solve problems and help improve lives
LOI	- How physical changes impact our evolving identities - How understanding our own emotions can help us manage change and challenge - How relationships can nurture a positive sense of self - How engaging with others can enhance, extend and challenge understanding	- Interactions and relationships within ecosystems - Factors that influence balance within the natural world - An inquiry into environmental restoration - Synthesising information and creating meaning	- Needs within a community - Ways to make change within a community - The power of connection - How we collaborate with others		- Significant historical discoveries - The evolution of a discovery - Different perspectives about historical discoveries - How to research in a systematic way	- Catalysts for innovation - How innovations can help to solve problems - Creating innovations to help solve problems - Critical and creative thinking skills
Possible Learning Experiences	Reading - Establish reading routines (Stephanie Harvey) - Who We are as readers - Goal setting - Introduction to reading strategies - Connect with the library and how students can become active readers	Reading Synthesising information (Stephanie Harvey) - Accessing primary and secondary sources - Intro to research skills (T-Chart) - Parts of a book - index, glossary etc - Referencing - Vocabulary development/us	Reading - Literature Circles - Introduction to different roles - Book discussions	Asking questions Researching - Using primary sources of information - Using secondary sources of information Making a bibliography/reference list	Reading (Stephanie Harvey) - Reading strategies for non-fiction text - Synthesising information - Note-taking	Literature Circles - Introduction to different roles - Book discussions
	Writing - Spelling data collection - Intro to 6 traits - Writing routines - conferencing, process - Handwriting	Writing - Focus on organisation/structure/conventions - crafting paragraphs, sentence types - Self-assessment/peer assessment using 6 Traits	Writing - Note-taking - Summarising information - Writing emails	Writing - Persuasive Writing - Poetry	Fiction writing - Writing with an audience in mind - Six Traits of Writing	Fiction writing - Writing with an audience in mind - Six Traits of Writing
	Standalone Narrative writing based on visual prompts	Narrative writing (ISA test)				
	IBO Reading Conceptual Understanding Phase 4: Knowing what we aim to achieve helps us to select useful reference material to conduct research. Phase 5:	IBO Reading Conceptual Understanding Phase 5: Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act. Phase 5:	IBO Reading Conceptual Understandings Phase 4: Checking, rereading and correcting our own reading as we go enables us to read new and more complex texts.	IBO Reading Conceptual Understanding Phase 5: Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps	IBO Reading Conceptual Understanding Phase 5: Synthesizing ideas and information from texts leads to new ideas and understanding Reading opens our minds to multiple perspectives and	IBO Reading Conceptual Understanding Phase 5: Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps

	Students use age-appropriate receptive and expressive language to communicate as they: Select listening behaviours and appropriate responses to suit the purpose and audience	Students use age-appropriate receptive and expressive language to communicate as they: Paraphrase and summarise when communicating orally Use specific vocabulary to explain, inquire, compare and synthesise ideas	Students use age-appropriate receptive and expressive language to communicate as they: Use correct grammatical structure and organisation in spoken language Use tone, volume and intonation to enhance meaning	Students use age-appropriate receptive and expressive language to communicate as they: Select listening behaviours and appropriate responses to suit the purpose and audience Develop, modify and present ideas, opinions and information through discussion Use tone, volume and intonation to enhance meaning Select words and literary devices to enhance the impact of oral texts	Students use age-appropriate receptive and expressive language to communicate as they: Develop, modify and present ideas, opinions and information through discussion Select words and literary devices to enhance the impact of oral texts Use specific vocabulary to explain, inquire, compare and synthesise ideas Paraphrase and summarise when communicating orally	Students use age-appropriate receptive and expressive language to communicate as they: Use specific vocabulary to explain, inquire, compare and synthesise ideas
	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Critically analyse a range of visual texts, communicating understanding through oral, written and visual media Identify overt, subliminal and cultural messages	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Identify how the information presented may reflect one view and that other interpretations are possible Students show an understanding of semiotic systems and codes when presenting as they: Use a range of multimedia to prepare visual presentations	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Critically analyse a range of visual texts, communicating understanding through oral, written and visual media Students show an understanding of semiotic systems and codes when presenting as they: Create multimodal texts with the intention of influencing the audience Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Critically analyse a range of visual texts, communicating understanding through oral, written and visual media Compare how an issue is presented through different media Students show an understanding of semiotic systems and codes when presenting as they: Create multimodal texts with the intention of influencing the audience Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Identify overt, subliminal and cultural messages Students show an understanding of semiotic systems and codes when presenting as they:	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Students show an understanding of semiotic systems and codes when presenting as they:
Assessment		Reading Continuum  Begins to develop strategies and criteria for selecting reading materials.  Begins to use resources (e.g., encyclopaedias, articles, Internet, and nonfiction texts) to locate information.  Gathers information using the table of contents, captions, glossary, and index (text organisers) independently.  Begins to discuss literature	Reading Continuum Phase 7:  Begins to develop strategies and criteria for selecting reading materials.  Generates thoughtful oral and written responses in small group literature discussions with guidance.  Begins to use new vocabulary in different subjects and in oral and written responses to literature.  Begins to gain deeper	Reading Continuum  Reads challenging children's literature.  Reads aloud with fluency, expression, and confidence.  Reads silently for extended periods (30-40 min.).  Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.  Begins to use resources (e.g., dictionary and thesaurus) to	Reading Continuum Phase 7:  Begins to use new vocabulary in different subjects and in oral and written responses to literature.  Begins to gain deeper meaning by "reading between the lines."  Begins to set independent learning goals and identifies strategies to improve reading. Phase 8:	Reading Continuum Phase 8:  Reads complex children's literature.  Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogues, manuals) with guidance.  Develops strategies and criteria for selecting reading materials independently.  Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.

		with reference to setting, plot, characters, theme (literary elements), and author's craft.  Generates thoughtful oral and written responses in small group literature discussions with guidance.  Begins to set independent learning goals and identifies strategies to improve reading.	meaning by "reading between the lines."  Begins to set independent learning goals and identifies strategies to improve reading. Phase 8:  Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently  Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.  Uses reasons and examples to support ideas and conclusions. Probes for deeper meaning by "reading between the lines" in response to literature.	increase vocabulary in different subject areas.  Begins to discuss literature with reference to setting, plot, characters, theme (literary elements), and author's craft.  Begins to set independent learning goals and identifies strategies to improve reading.	 Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently  Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.  Uses reasons and examples to support ideas and conclusions. Probes for deeper meaning by "reading between the lines" in response to literature.	 Gathers and analyses information from graphs, charts, tables, and maps with guidance.  Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.  Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently.  Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing).  Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft.  Begins to generate in-depth responses in small group literature discussions.  Begins to generate in-depth written responses to literature.  Uses increasingly complex vocabulary in different subjects and in oral and written responses to literature.  Uses reasons and examples to support ideas and conclusions. Probes for deeper meaning by "reading between the lines" in response to literature.
		Writing Continuum Phase 7:  Develops stories with plots that include problems and solutions with guidance.  Creates characters in stories with guidance.  Begins to experiment with sentence length and complex sentence structure.  Uses description, details, and similes with guidance.  Uses dialogue with guidance. ⌘ Uses a range of strategies for planning writing. ⌘ Adapts writing for purpose and audience with guidance. ⌘ Revises for specific writing traits (e.g., ideas, organisation, word choice, sentence fluency, voice, and conventions) with guidance. ⌘ Incorporates suggestions from others about own writing with guidance. ⌘ Edits for punctuation, spelling, and grammar with greater precision. ⌘ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.  Uses question and exclamation marks correctly with guidance.	Writing Continuum Phase 8:  Begins to write organised and fluent nonfiction, including simple bibliographies.  Writes cohesive paragraphs including reasons and examples with guidance.  Uses transitional sentences to connect paragraphs.  Varies sentence structure, leads, and endings.  Begins to use descriptive language, details, and similes.  Begins to integrate information on a topic from a variety of sources. ⌘ Begins to revise for specific writing traits (e.g., ideas, organisation, word choice, sentence fluency, voice, and conventions). ⌘ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.  Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. ☺ Begins to set goals and identify strategies to improve writing in different	Writing Continuum Phase 7:  Varies leads and endings with guidance.  Uses description, details, and similes with guidance. ⌘ Uses a range of strategies for planning writing. ⌘ Revises for specific writing traits (e.g., ideas, organisation, word choice, sentence fluency, voice, and conventions) with guidance. ⌘ Incorporates suggestions from others about own writing with guidance. ⌘ Edits for punctuation, spelling, and grammar with greater precision. ⌘ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.  Uses question and exclamation marks correctly with guidance. ☺ Develops criteria for effective writing in different genres with guidance.	Writing Continuum Phase 8:  Begins to write organised and fluent nonfiction, including simple bibliographies.  Writes cohesive paragraphs including reasons and examples with guidance.  Uses transitional sentences to connect paragraphs.  Varies sentence structure, leads, and endings.  Begins to use descriptive language, details, and similes.  Begins to integrate information on a topic from a variety of sources. ⌘ Begins to revise for specific writing traits (e.g., ideas, organisation, word choice, sentence fluency, voice, and conventions). ⌘ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.  Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. ☺ Begins to set goals and identify strategies to improve writing in different genres.	Writing Continuum Phase 8:  Writes cohesive paragraphs including reasons and examples with guidance.  Uses transitional sentences to connect paragraphs.  Varies sentence structure, leads, and endings.  Begins to use descriptive language, details, and similes. ⌘ Begins to revise for specific writing traits (e.g., ideas, organisation, word choice, sentence fluency, voice, and conventions). ⌘ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.  Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. ☺ Begins to set goals and identify strategies to improve writing in different genres.

		☺ Develops criteria for effective writing in different genres with guidance.	genres.			
Disciplinary (outside the POI)		IBO Reading Conceptual Understandings Phase 4: Knowing what we aim to achieve helps us to select useful reference material to conduct research. Phase 5: Synthesizing ideas and information from texts leads to new ideas and understanding.	IBO Reading Conceptual Understandings Phase 4: Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.	IBO Reading Conceptual Understandings Phase 4: Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.	IBO Reading Conceptual Understandings Phase 4: Synthesizing ideas and information from texts leads to new ideas and understanding.	IBO Reading Conceptual Understandings Phase 4: Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research. Phase 5: Synthesising ideas and information from texts leads to new ideas and understanding.
		IBO Writing Conceptual Understandings Phase 4: The way we structure and organise our writing helps others to understand and appreciate it. Phase 5: Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear.	IBO Writing Conceptual Understandings Phase 4: The way we structure and organize our writing helps others to understand and appreciate it. Phase 5: Knowing what we aim to achieve helps us to plan and develop different forms of writing.	IBO Writing Conceptual Understandings Phase 4: The way we structure and organise our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly. Phase 5: Synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Through the process of planning, drafting, editing and revising, our writing improves over time.	IBO Writing Conceptual Understandings Phase 5: Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.	IBO Writing Conceptual Understandings Phase 4: Asking questions of ourselves and others helps to make our writing more focused and purposeful. Rereading and editing our own writing enables us to express what we want to say more clearly. Phase 5: Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.
		ESF Reading Learning Outcomes Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they: Distinguish between fact and opinion, justifying conclusions about what represents valid information Recognise and interpret literary devices	ESF Reading Learning Outcomes Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they: Read and demonstrate comprehension of texts by listening to our inner voice Connect ideas, feelings and attitudes expressed within and between texts Identify next steps needed to	ESF Reading Learning Outcomes Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they: Read to discover answers and gain information Locate relevant information in texts Recall main ideas and supporting details when retelling texts	ESF Reading Learning Outcomes Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they: Describe the author's use of language and interpret the meaning beyond the literal Discuss and justify own interpretation of a text Identify the genre of a text and explain its purpose and features	ESF Reading Learning Outcomes Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they: Read to discover answers and gain information Locate relevant information in texts Make inferences and be able to justify them

			improve own reading	Make inferences and be able to justify them Locate, summarise and synthesise information from a range of multimodal sources	Recognise and interpret literary devices	Describe the author's use of language and interpret the meaning beyond the literal Discuss and justify own interpretation of a text Identify and describe the techniques authors and illustrators use to influence a reader
		ESF Writing Learning Outcomes Students use writing at an age-appropriate level to communicate a message as they: Write a range of texts for a variety of purposes, using forms and structures modelled by the teacher and/or encountered in reading (biography), email for inquiry-seeking information. Explain the purpose of a range of familiar text forms (oral informing and persuading) Proofread their own writing and make some corrections and improvements Use feedback from teachers and other students to improve their writing Use visual memory to spell personal vocabulary and high-frequency words correctly Group-related information using conventions of paragraphing Students demonstrate conventions of written text as they: Spell words by applying knowledge of morphology, phonology, etymology and orthography Use spelling strategies to self-monitor and self-correct Demonstrate fluent, consistent and legible handwriting Follow grammatical rules, vary sentence length and structure for audience and purpose	ESF Writing Learning Outcomes Students use writing at an age-appropriate level to communicate a message as they: Write a range of text types selected according to purpose and audience Respond to feedback to improve the quality of writing Identify the next steps needed to improve your own writing Students demonstrate conventions of written text as they: Spell words by applying knowledge of morphology, phonology, etymology and orthography Use spelling strategies to self-monitor and self-correct Demonstrate fluent, consistent and legible handwriting	ESF Writing Learning Outcomes Students use writing at an age-appropriate level to communicate a message as they: Use a process to plan, draft, revise, edit and publish a range of texts Fully develop ideas which are convincing and supported Respond to feedback and collaborate to improve the quality of writing Students demonstrate conventions of written text as they: Spell words by applying knowledge of morphology, phonology, etymology and orthography Use spelling strategies to self-monitor and self-correct Demonstrate fluent, consistent and legible handwriting Use punctuation accurately to support and enhance meaning Follow grammatical rules, vary sentence length and structure for audience and purpose	ESF Writing Learning Outcomes Students use writing at an age-appropriate level to communicate a message as they: Students demonstrate conventions of written text as they: Spell words by applying knowledge of morphology, phonology, etymology and orthography Use spelling strategies to self-monitor and self-correct Demonstrate fluent, consistent and legible handwriting Use punctuation accurately to support and enhance meaning Follow grammatical rules, vary sentence length and structure for the audience and purpose	ESF Writing Learning Outcomes Students use writing at an age-appropriate level to communicate a message as they: Use a process to plan, draft, revise, edit and publish a range of texts Demonstrate voice in writing to elicit an intended response Write a range of text types selected according to purpose and audience Fully develop ideas which are convincing and supported Write paragraphs with transitions that enhance meaning and develop ideas Use vocabulary drawn from a range of sources and relevant supporting details to enhance writing Respond to feedback and collaborate to improve the quality of writing Students demonstrate conventions of written text as they: Use punctuation accurately to support and enhance meaning Follow grammatical rules, vary sentence length and structure for the audience and purpose

		ESF Listening and Speaking Outcomes Students use age appropriate receptive and expressive language to communicate as they: Determine important information in an oral text Select listening behaviours and appropriate responses to suit the purpose and audience Use specific vocabulary to explain, inquire, compare and synthesise ideas Select words and literary devices to enhance the impact of oral texts Use tone, volume and intonation to enhance meaning	ESF Listening and Speaking Outcomes Students use age appropriate receptive and expressive language to communicate as they: Select listening behaviours and appropriate responses to suit the purpose and audience Develop, modify and present ideas, opinions and information through discussion Use correct grammatical structure and organisation in spoken language Use specific vocabulary to explain, inquire, compare and synthesise ideas	ESF Listening and Speaking Outcomes Students use age appropriate receptive and expressive language to communicate as they: Determine important information in an oral text Develop, modify and present ideas, opinions and information through discussion Use correct grammatical structure and organisation in spoken language Paraphrase and summarise when communicating orally	ESF Listening and Speaking Outcomes Students use age appropriate receptive and expressive language to communicate as they: Use specific vocabulary to explain, inquire, compare and synthesise ideas Select words and literary devices to enhance the impact of oral texts Use tone, volume and intonation to enhance meaning	ESF Listening and Speaking Outcomes Students use age appropriate receptive and expressive language to communicate as they: Paraphrase and summarise when communicating orally Debate and justify a point of view Infer meanings, draw conclusions and make judgments about oral presentations
		ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Identify how the information presented may reflect one view, and that other interpretations are possible Compare and contrast how elements and techniques are used in different text types Identify overt, subliminal and cultural messages Compare how an issue is presented through different media Students show an understanding of semiotic systems and codes when presenting as they: Create multimodal texts with the intention of influencing the audience Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Critically analyse a range of visual texts, communicating understanding through oral, written and visual media Students show an understanding of semiotic systems and codes when presenting as they: Create multimodal texts with the intention of influencing the audience Use a range of multimedia to prepare visual presentations	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Critically analyse a range of visual texts, communicating understanding through oral, written and visual media Compare and contrast how elements and techniques are used in different text types Identify overt, subliminal and cultural messages Students show an understanding of semiotic systems and codes when presenting as they: Create multimodal texts with the intention of influencing the audience Use a range of multimedia to prepare visual presentations Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Identify how the information presented may reflect one view and that other interpretations are possible Students show an understanding of semiotic systems and codes when presenting as they: Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience	ESF Viewing and Presenting Outcomes Students show an understanding of semiotic systems and codes when viewing as they: Compare and contrast how elements and techniques are used in different text types Identify overt, subliminal and cultural messages Compare how an issue is presented through different media Students show an understanding of semiotic systems and codes when presenting as they: Create multimodal texts with the intention of influencing the audience Use a range of multimedia to prepare visual presentations

Assessment		✂ Uses a range of strategies for planning writing. ✂ Adapts writing for purpose and audience with guidance. ✂ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. ✂ Incorporates suggestions from others about own writing with guidance. ✂ Edits for punctuation, spelling, and grammar with greater precision. ✂ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. ✎ Uses question and exclamation marks correctly with guidance. ☉ Develops criteria for effective writing in different genres with guidance.				
------------	--	---	--	--	--	--

(Previous [24-25](#))

ESF: [Scope & Sequence](#)

IB: [Scope & Sequence](#)

RCHK: [Developmental Language Continuum](#)

RCHK: POI