

# St. Mary's CE Primary School

## ENGLISH Curriculum Map - Year 6



	Autumn	Spring	Summer
<p>POR TEXTS (Genre focus) Teachers can change the POR text - please update this sheet if you do!</p>	<p><u>The Last Wild Piers</u> Torday <u>Cosmic Disco</u> Grace Nichols</p> <p><b>Narrative</b> <b>Persuasive</b> <b>Report</b> <b>Explanation</b> <i>Poetry - Imagery</i></p>	<p><u>Goodnight Mr Tom</u> Michelle Magorian <u>Eye of the Wolf</u> Daniel Pennac</p> <p><b>Diary Entry</b> <b>Argument</b> <b>Recount</b> <b>Journalistic</b></p>	<p><u>Pax</u> Sarah Pennypacker <u>Just So Stories</u> Rudyard Kipling</p> <p><b>Narrative</b> <b>Instruction</b> <b>Discussion</b> <b>Recount</b> <b>Play Script</b></p>
<p>SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>		

	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>		
WORD READING	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p>
COMPREHENSION	<p>Pupils should be taught to:</p> <p><b><i>maintain positive attitudes to reading and understanding what they read by:</i></b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books and traditional stories, modern fiction, fiction from our literary heritage, and books</li> </ul>	<p>Pupils should be taught to:</p> <p><b><i>maintain positive attitudes to reading and understanding what they read by:</i></b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books and traditional stories, modern fiction, fiction from our literary heritage, and books</li> </ul>	<p>Pupils should be taught to:</p> <p><b><i>maintain positive attitudes to reading and understanding what they read by:</i></b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books and traditional stories, modern fiction, fiction from our literary heritage, and books</li> </ul>

	<p>from other cultures and traditions</p> <ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>•</li> </ul> <p><b><i>understand what they read by:</i></b></p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• discuss and evaluate how authors use language,</li> <li>• retrieve, record and present</li> </ul>	<p>from other cultures and traditions</p> <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p><b><i>understand what they read by:</i></b></p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated an implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• discuss and evaluate how authors use figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about</li> </ul>	<p>from other cultures and traditions</p> <ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b><i>understand what they read by:</i></b></p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
--	--	--	--

	<p>information from non-fiction</p> <ul style="list-style-type: none"> <li>participate in discussions about books that are read to them and those they read themselves, building on their own and others' ideas and challenging views courteously</li> <li>provide reasoned justification for their views.</li> </ul>	<p>books that are read to them and those they read themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> <li>explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justification for their views.</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>participate in discussions about books that are read to them and those they read themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justification for their views.</li> </ul>
TRANSCRIPTION	<ul style="list-style-type: none"> <li>Spelling - revise work done in</li> </ul>	<ul style="list-style-type: none"> <li>Spelling - revise work done in</li> </ul>	<ul style="list-style-type: none"> <li>Spelling - revise work done in</li> </ul>

<p>SPELLINGS</p>	<p>previous years</p> <ul style="list-style-type: none"> <li>• Y6 Word list</li> <li>• Pupils should be taught: <ul style="list-style-type: none"> <li>• words containing the letter string ough</li> <li>• Use of a hyphen</li> </ul> </li> <li>• Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidelines for adding them</li> <li>• Use dictionaries to check the meaning and spelling of words</li> <li>• Use a thesaurus</li> </ul> </li> </ul>	<p>previous years</p> <ul style="list-style-type: none"> <li>• Y6 Word list</li> <li>• Pupils should be taught: <ul style="list-style-type: none"> <li>• words with 'silent letters</li> <li>• i before e except after c words and the exceptions</li> </ul> </li> <li>• Pupils should be taught to: <ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters</li> <li>• Use dictionaries to check the meaning and spelling of words</li> <li>• Use a thesaurus</li> </ul> </li> </ul>	<p>previous years</p> <ul style="list-style-type: none"> <li>• Y6 Word list</li> <li>• Pupils should be taught: <ul style="list-style-type: none"> <li>• homophones and other words that are often confused</li> </ul> </li> <li>• Pupils should be taught to: <ul style="list-style-type: none"> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use dictionaries to check the meaning and spelling of words</li> <li>• Use a thesaurus</li> </ul> </li> </ul>
<p>HANDWRITING</p>	<p>Pupils should be taught to:</p> <p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific</li> </ul>	<p>Pupils should be taught to:</p> <p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific</li> </ul>	<p>Pupils should be taught to:</p> <p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific</li> </ul>

	<p>letters</p> <ul style="list-style-type: none"> <li>Choosing the writing implement that is best suited for a task</li> </ul>	<p>letters</p> <ul style="list-style-type: none"> <li>Choosing the writing implement that is best suited for a task</li> </ul>	<p>letters</p> <ul style="list-style-type: none"> <li>Choosing the writing implement that is best suited for a task</li> </ul>
COMPOSITION	<p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>ensuring the consistent and correct use of tense throughout a piece of</li> </ul>	<p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring correct subject and verb agreement when using singular and</li> </ul>	<p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>draft and write by:</b></p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</li> </ul>

	<p>writing</p> <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li><b>Proofread for spelling and punctuation errors</b></li> <li><b>Perform their own compositions, using appropriate intonation; volume and movement so that meaning is clear.</b></li> </ul>	<p>plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li><b>Proofread for spelling and punctuation errors</b></li> <li><b>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</b></li> </ul>	<p>choosing the appropriate register</p> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li><b>Proofread for spelling and punctuation errors</b></li> <li><b>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</b></li> </ul>
<p>VOCABULARY GRAMMAR AND PUNCTUATION</p>	<p>Pupils should be taught to:</p> <p><b>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</b></p> <ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing , including</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</b></p> <ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</b></p> <ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which ,where, when, whose ,that or with an implied (i.e. omitted)</li> </ul>

	<p>subjunctive forms</p> <ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using relative clauses beginning with who, which ,where, when, whose ,that or with an implied (i.e. omitted) relative pronoun</li> <li>Learning the grammar for years 5-6 in English Appendix 2 NC 2014</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> </ul> <p><b>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</b></p> <p><b>Y6 Terminology</b></p> <p><b>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b></p>	<p>sentence</p> <ul style="list-style-type: none"> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Learning the grammar for years 5-6 in English Appendix 2 NC 2014</li> </ul> <p><b>Indicate grammatical and other features by</b></p> <ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul> <p><b>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</b></p> <p><b>Y6 Terminology</b></p> <p><b>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b></p>	<p>relative pronoun</p> <ul style="list-style-type: none"> <li>Learning the grammar for years 5-6 in English Appendix 2 NC 2014</li> </ul> <p><b>Indicate grammatical and other features by</b></p> <ul style="list-style-type: none"> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points consistently</li> </ul> <p><b>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</b></p> <p><b>Y6 Terminology</b></p> <p><b>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b></p>
--	---	--	---