

St. Mary's CE Primary School

ENGLISH Curriculum Map - Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXTS	Star of Hope, Star of Fear by Jo Hoestlandt <i>An Eagle in the</i> <i>Snow</i> by <i>Michael</i> <i>Morpurgo</i>	Can We Save the Tiger? by Martin Jenkins <i>Jungle Book</i> by Rudyard Kipling	Selfish Giant by Oscar Wilde <i>Gulliver's Travels</i> <i>retold</i> by <i>Martin</i> <i>Jenkins,</i> <i>illustrated</i> by <i>Chris Riddell</i>	Jemmy Button by Alix Barzelay The Island by Jason Chin <i>The Explorer</i> by <i>Katherine Rundell</i>	Manfish by Jennifer Berne <i>Dolphin Song</i> by <i>Lauren St John</i>	Macbeth by William Shakespeare Transition Unit <i>Sky Chasers</i> by <i>Emma Carroll</i>
Writing Outcomes	Outcome Flashback story Information text Greater Depth To write a narrative with a flashback	Outcome Hybrid text - information and explanation Greater Depth Write a Newsround TV style story	Outcome Classic fiction Explanation Greater Depth Write the narrative from a different viewpoint	Outcome Journalistic Discussion Greater Depth Write a magazine article/hybrid text	Outcome Biography /hybrid text Greater Depth Add in a script commentary about role in conservation debate	Outcome Playscripts Autobiography Greater Depth Write the narrative from a different viewpoint
SPOKEN LANGUAGE	<p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to 					

	<p style="text-align: center;">comments</p> <p style="text-align: center;">use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>		
WORD READING	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet
COMPREHENSION	Pupils should be taught to: <i>maintain positive attitudes to reading and understanding what they read by:</i> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a 	Pupils should be taught to: <i>maintain positive attitudes to reading and understanding what they read by:</i> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a 	Pupils should be taught to: <i>maintain positive attitudes to reading and understanding what they read by:</i> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a

	<p>range of purposes</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • 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 <p><i>understand what they read by:</i></p> <ul style="list-style-type: none"> • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>range of purposes</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing <p><i>understand what they read by:</i></p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated or implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • discuss and evaluate how authors use figurative language, considering the impact on the reader • distinguish between statements of 	<p>range of purposes</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • 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 <p><i>understand what they read by:</i></p> <ul style="list-style-type: none"> • asking questions to improve their
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	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, • retrieve, record and present information from non-fiction • 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 • provide reasoned justification for their views. 	<p>fact and opinion</p> <ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justification for their views. 	<p>understanding</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and
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			<p>using notes where necessary</p> <ul style="list-style-type: none"> • provide reasoned justification for their views.
SPELLINGS	<ul style="list-style-type: none"> • Spelling - revise work done in previous years • Y6 Word list <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • words containing the letter string ough • Use of a hyphen <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidelines for adding them • Use dictionaries to check the meaning and spelling of words • Use a thesaurus 	<ul style="list-style-type: none"> • Spelling - revise work done in previous years • Y6 Word list <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • words with 'silent letters • i before e except after c words and the exceptions <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Spell some words with 'silent' letters • Use dictionaries to check the meaning and spelling of words • Use a thesaurus 	<ul style="list-style-type: none"> • Spelling - revise work done in previous years • Y6 Word list <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • homophones and other words that are often confused <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused • Use dictionaries to check the meaning and spelling of words • Use a thesaurus
HANDWRITING	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:

	<p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific letters • Choosing the writing implement that is best suited for a task 	<p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific letters • Choosing the writing implement that is best suited for a task 	<p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific letters • Choosing the writing implement that is best suited for a task
<p>COMPOSITION</p>	<p>Pupils should be taught to:</p> <p><i>plan their writing by:</i></p> <ul style="list-style-type: none"> • 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 <p><i>draft and write by:</i></p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <p><i>plan their writing by:</i></p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><i>draft and write by:</i></p> <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs <p><i>evaluate and edit by:</i></p>	<p>Pupils should be taught to:</p> <p><i>plan their writing by:</i></p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p><i>draft and write by:</i></p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • précising longer passages

	<ul style="list-style-type: none"> character and advance the action • précising longer passages <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • 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 <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing <ul style="list-style-type: none"> • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation; volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing <ul style="list-style-type: none"> • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing <ul style="list-style-type: none"> • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
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<p>VOCABULARY GRAMMAR AND PUNCTUATION</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using expanded noun phrases to convey complicated information concisely • Using relative clauses beginning with who, which, where, when, whose ,that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5-6 in English Appendix 2 NC 2014 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity <p>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</p> <p>Y6 Terminology</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</p> <ul style="list-style-type: none"> • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using modal verbs or adverbs to indicate degrees of possibility • Learning the grammar for years 5-6 in English Appendix 2 NC 2014 <p>Indicate grammatical and other features by</p> <ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses <p>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</p> <p>Y6 Terminology</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis,</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</p> <ul style="list-style-type: none"> • Using relative clauses beginning with who, which ,where, when, whose ,that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5-6 in English Appendix 2 NC 2014 <p>Indicate grammatical and other features by</p> <ul style="list-style-type: none"> • Using a colon to introduce a list • Punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</p> <p>Y6 Terminology</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	hyphen, colon, semi-colon, bullet points	
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