

Year 6 English Curriculum Map

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text	Wonder - R.J Palacio <i>Novel</i>	A Boy called Hope - Lara Williamson <i>Modern fiction</i>	The Boy in the Striped Pyjamas - John Boyne <i>Historical fiction</i>	Kensuke's Kingdom - Michael Morpurgo <i>Adventure</i>	Queen of the Falls - Chris Van Allsburg <i>Historical Adventure</i>	Treasure Island - Louis Stevenson <i>Adventure</i>
Supplementary Texts	The Maya (Great Civilisations) - Tracey Kelly	Pandora's box - Rose Impey Greek Myths - Heather Amery 100 facts Ancient Greece - Miles Kelly	Anne Frank: The diary of a young girl (Abridged) - Ann Frank	Amazon Rainforest - William B Rice	Greta Thunburg - Little People Big Dreams	Stoke on Trent City Council - Website
Poetry	Sonnet		Tanka s		Free Verse	
Genre coverage	Writing to describe: Character/Dialogue Writing to persuade: Diary Writing Writing to discuss: Balanced argument	Writing to persuade: Letter writing Writing to inform: Journalistic Writing	Writing to entertain: Recount/ 1st person diary Narrative	Writing to entertain: Narrative Writing to inform: Biographies / autobiographies	Writing to discuss: Explanation Texts Writing to entertain: Descriptive Writing	Writing to entertain : Transitional Reading Skills (link with the high schools)
Handwriting-transcription	Consistently write legibly, fluently and with increased speed by: -Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -Choosing the writing implement that is best suited for a task.					
Handwriting - Composition	Confidently and consistently Planning: - Identifying the audience for and purpose of their 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 -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: -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 character and advance the action. -Precising longer passages -Use a thesaurus -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -Using a wide range of devices to build cohesion within and across paragraphs					

	-Using further organisational and presentational devices to structure text and to guide the reader (for example – headings, bullet points, underlining) Evaluate and edit by: -Assessing the effectiveness of their own and others' writing -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensuring the consistent and correct use of tense throughout a piece of writing -Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their 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 -Proofread is accurate, speedy and purposeful in order to improve writing -Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					
Grammar & Punctuation	Year 5 recap: -Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) -Verb prefixes (dis-, de-, mis-, over-, re-) -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) -Devices to build cohesion (then, after, that, this, firstly) -Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he <i>had</i> seen her before) -Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity -The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request, go in- enter)	-How words are related by meaning as synonyms and antonyms (for example, big, large, little) -Use of the passive to affect the presentation of information in sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken) -Use of the colon to introduce a list and use or semi-colons within lists -Punctuation of bullet points to list information	-Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i> , <i>in contract</i> , or <i>as a consequence</i>) and ellipsis	-Layout devices (for example – headings, sub-headings, columns, bullets or tables, to structure text) -Use of semi-colon, colon and dash to mark the boundary between independent clauses (for example, it's raining; I'm fed up] -How hyphens can be used to avoid ambiguity (for example – man eating shark versus man-eating shark)	Consolidation: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request, go in- enter) How words are related by meaning as synonyms and antonyms (for example, big, large, little) Use of the passive to affect the presentation of information in sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's you friend, isn't he?, or the use of subjunctive forms such as if <i>I were</i> or <i>were they</i> to come in some very formal writing and speech.	Consolidation: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i> , <i>in contract</i> , or <i>as a consequence</i>) and ellipsis Layout devices (for example – headings, sub-headings, columns, bullets or tables, to structure text) Use of semi-colon, colon and dash to mark the boundary between independent clauses (for example, it's raining; I'm fed up] Use of the colon to introduce a list and use or semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example – man eating shark versus man-eating shark)

<u>Word Reading and spelling</u>	Ambitious synonyms: adjectives. Homophones and near homophones: nouns that end in -ce/-cy and verbs that end in -se/-sy. Adjectives ending in -ant into nouns ending in -ance/-ancy. Adjectives ending in -ent into nouns ending in -ence/-ency. Hyphens: To join a prefix ending in a vowel to a root words beginning with a vowel.	Words ending in -able. Words ending in -ably. Word families based on common words, showing how words are related in form and meaning. Creating diminutives using prefixes micro- and mini-	Adding suffixes beginning with vowel letters to words ending in -fer. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning. Statutory spelling challenge words	Words with endings which sound like /shuhl/ after a vowel letter. Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/. Word families based on common words, showing how words are related in form and meaning. Statutory spelling challenge words	Word families based on common words, showing how words are related in form and meaning. Words that can be nouns and verbs. Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible. Words ending in -ibly.	Synonyms & Antonyms
<u>Comprehension</u> <u>Reading skills:</u> ENJOY DECODE RETRIEVE PREDICT SUMMARISE DEFINE RELATE INFER COMPARE	- To continue to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Continue to ask more in-depth and detailed questions to improve their understanding - To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions - To recognise more complex themes in what they read (such as loss or heroism). - To 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. - Summarise less-obvious main ideas drawn from more than one paragraph, identifying key details that support main ideas - To recommend texts to peers and provide lots of reasons for choice. - To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. - To draw out key information and to summarise the main ideas in a text. - To distinguish independently between statements of fact and opinion - Provide reasoned justifications for their views. - To compare characters, settings and themes within a text and across more than one text. - To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. - To continue to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader. - Check the text makes sense to them, discussing their understanding and exploring the meaning of words in content - To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). - To discuss how characters change and develop through texts by drawing inferences based on indirect clues. - Continue to make predictions based on detailed stated and implied, justifying them in detail with evidence from the text. - To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.					
<u>Statutory terminology for pupils.</u>	Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points					
<u>National curriculum requirements.</u>	<u>National Curriculum Y5 & Y6</u> <u>Reading - Word Reading</u> Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Reading- Comprehension</u> -Maintain positive attitudes to reading and understanding of what they read by:					

- 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 range of purposes
- increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy 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 poem and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

-Understand what they read by:

- checking that a book makes sense to them, discussing their understanding and exploring the meaning in context
- asking questions to improve their understanding
- 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

-discuss and evaluate how authors use language, including figurative language, considering the impact of the reader

-distinguish between statements of fact and opinion

-retrieve, record and present information from non-fiction

-participate in discussions about books that are read to them and those they can read for 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 using notes where necessary

-provide reasoned justifications

-Pupils should be taught the technical and other terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

Writing - Transcription

- spelling - see appendix 1

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and Presentation

Pupils should be taught to:

-write legibly, fluently and with increasing speed

- choosing which shape of the letter to use when given choices and deciding whether or not to join to specific letters
- choosing the writing implement that is best suited for the task

Composition

Pupils should be taught to:

-plan their writing by:

- identifying the audience for the purpose of the writing, selecting the appropriate form and using other similar writing model as their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

-draft and write by:

- 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 character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

-evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring 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

-proof-read for spelling and punctuation errors

Vocabulary, grammar and punctuation

Pupils should be taught to:

-develop their understanding of the concepts set out by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- 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 and 6

-indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

-use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading