

Curriculum Map: English

Year 6

Below outlines the learning focus for each term

Upper Key Stage 2 Programme of Study – by the end of year 6:

Reading - word reading

- 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

Reading – comprehension

- maintain positive attitudes to reading and an 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 wide range of books, including myths, legends 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words 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 1 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 on 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 for their views

Writing – transcription

- 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, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing – composition

- plan their writing by:
 - 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
 - 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 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - 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 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 (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, 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 in English appendix 2 accurately and appropriately in discussing their writing and reading

Learning Focus for Year 6

Year 6
Reading
Focus

Spoken Word - Participation and Presentation

- initiate and lead discussions
- respond to counter-arguments
- help to progress or manage discussions
- use standard English confidently
- prepare and present a particular speaking task competently for a large audience including poems and plays
- discuss my understanding of what I have read through formal presentations and debates
- ask questions to improve my understanding
- recommend books that I have read, giving reasons for my choices
- recite a range of poetry by heart, showing an understanding through intonation, tone and volume
- comment critically on the overall impact of poetry or prose, with reference to the text
- compare and contrast the styles of individual writers and poets providing examples

Reading - word reading

- apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
- check the book makes sense, discuss my understanding and the meaning of words in context
- use the first 3-4 letters of a word to check the spelling and meaning of these in a dictionary
- cope with different features of language in poems and prose e.g. dialect
- cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary
- use connectives as signposts to indicate a change of tone
- comment on and explain the writer's use of language features

Reading – comprehension

- summarise the main ideas drawn from more than one paragraph, identifying key details which support the main ideas
- retrieve, record and present information from non-fiction
- familiar with a wide range of books including myths, legends and traditional stories, modern fiction and fiction from our literary heritage
- understand that texts reflect the time and culture in which they were written
- give reasoned justifications for my views
- respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution
- identify and discuss themes and conventions in and across a wide range of writing
- justify why I think inferences and predictions are correct (point, evidence, explain)
- use detailed knowledge of text types to make reasoned predictions
- identify and describe the key characteristics about a writer's or poet's style
- know how style and vocabulary are linked to the purpose of the text
- identify and comment on explicit and implicit points of view
- beginning to evaluate texts by comparing how different sources treat the same information
- identify different character types across a range of texts
- identify themes across a range of texts (social, cultural and historical)

Year 6
writing
focus

Writing – transcription (spelling)

- spell all of the Year 5&6 word list
- spell some words with 'silent' letters
- use a thesaurus
- spell words with the endings –ible and -able
- spell words with the endings –ance and -ence
- spell words with the endings –cial and -tial



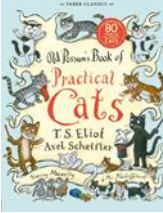
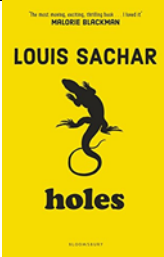
Writing – composition

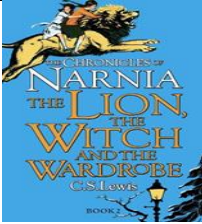
- can use further organisational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- In non-fiction writing, paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more points, the use of examples and connectives to guide the reader
- make links between paragraphs in non-fiction writing
- In narrative, use references to the start of the story to signal a change at the end of the story
- writing is well paced
- draw on what I have read in my initial research and background knowledge to develop ideas
- develop characters and setting by considering how other writers have done this
- assess the effectiveness of my own and others work and suggest improvements
- recognise how changing the word choice can change the meaning of the writing

Writing - vocabulary, grammar and punctuation

- can use passive verbs to affect the presentation of information in a sentence
- recognise vocabulary and structures that are appropriate for formal speech and writing
- use semi-colons, colons or dashes to mark boundaries between independent clauses
- proof-read for spelling and punctuation errors
- punctuate bullet points consistently
- make assertive use of the characteristic language of the chosen text type
- use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words
- identify the audience for my writing and show a secure grasp of the chosen genre
- use brackets, dashes or commas to indicate parenthesis
- use the setting and weather as a 'sympathetic background' to the characters situations
- change vocabulary, grammar and punctuation to enhance effect and clarify meaning
- use the perfect form of verbs

Termly

<p>Autumn 1</p>	<p>Writing Genres: Recount Character Profiles Diaries Newspaper Reports Descriptions Character descriptions Informal Letters</p>	<p>Narrative: Fiction Harry Potter – The Philosophers Stone by J.K Rowling</p>		<p>SPAG Focus: Sentence formations Revision of word classes/terms Nouns – proper, common, abstract, collective Nouns phrases/determiners Active and Passive Voice Prefix and Suffix Simple Plurals/Tricky Plurals Relative Pronouns Speech revision</p>
<p>Autumn 2</p>	<p>Writing Genres: Character profiles Diaries Speeches/Debates Newspaper report Descriptions Dialogue Leaflets</p>	<p>Narrative: Macbeth The Graphic Novel Shakespeare</p>		<p>SPAG Focus: Homophones Homonyms Auxiliary verbs Tense work Types of Determiners Main and Subordinate Clauses Subjunctive Verb Form Hyphens/Dashes/Brackets Dictation</p>
<p>Spring 1</p>	<p>Writing Genres: Poetry analysis and performance Recounts Descriptions Story openings/endings Formal Letters</p>	<p>Poetry The old Possums Collection Of Jellicle Cats – T S Elliot</p>		<p>SPAG Focus: Clauses Homophones Verb Tenses Standard English Colons and Semicolons</p>
<p>Spring 2</p>	<p>Writing Genres: Book blurbs Instructions Explanations Character profiles Story writing Formal letters Speeches</p>	<p>Narrative: Holes by Louis Sachar</p>		<p>SPAG Focus: Tenses Preposition phrases Clause structures Verb agreement Conjunctions Passive sentences Speech marks</p>

Summer 1	Writing Genres: Autobiography Biography		SPAG Focus: Colons Semi colons Passive and modal verbs Expanded noun phrases Passive sentences
Summer 2	Writing Genres: Story writing Contrasting settings Diaries/Blogs Newspaper Reports Letter Writing	Narrative: The Lion, the Witch and the Wardrobe by C.S Lewis	 SPAG Focus: Colons Synonyms and Antonyms Semi colons Modal verbs Expanded noun phrases Active and Passive sentences Subjunctive Forms

At Camrose, teachers read to pupils daily; reading for enjoyment helps develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

DfE research (2012):

'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002).'

Centre for Literacy in Primary Education (2022):

'Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day.'

We aim to ensure that, by the time pupils leave Camrose, they have encountered a diverse range of literature including the British classics, modern literature, and books that represent a variety of cultures and people.

Classics	Roald Dahl	Around the World	Pupils choice	Non Fiction
The Little Princess Robinson Crusoe	James and the Giant Peach	The Stars Beneath our Feet by Davis Barclar Moore (USA) The girl who Stole an Elephant by Nizara Farook (Asia)	Dread Wood by Jennifer Killick – 6AC Stick Boy by Paul Coomey – 6SR	On the Origin of Species – retold and illustrated by Sabina Radeva You are Awesome by Matthew Sayed Big Cat – The life and Time of William Shakespeare By Sue Purkiss Why do we remember? Guy Fawkes and the Gun Powder Plot by Izzi Howell Get Ahead in Computing by Clive Gifford Anne Frank – A diary of a Young Girl – Anne Frank Funky Chickens by Benjamin Zepphaniah (Poetry)