


Year 6 English Curriculum Map (2022-23)

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks WBD 2 nd March	Summer 1 6 weeks (inc SATs week)	Summer 2 7 weeks
Theme	World War 2	World War 2	Extreme Earth			
Author/ Poet	Emma Carroll Wilfred Owen	William Shakespeare	L. Frank Baum	R. J. Palacio	Literacy Shed Clip-Piano	Literacy Shed Clip-Alma Marriott Edgar
Focus text/ collection of stories/ poem for learning	When Hitler stole pink rabbit Dulce et. Decorum (poem)	Macbeth Class Novel- Kensuke's kingdom	Wizard of Oz	Wonder	Class novel- Wonder	The Lion and Albert (poem)
Unit + skills	<p>Novel as a theme 4 weeks</p> <p>Writing skills Devices to build cohesion between paragraphs. Vocabulary typical of informal speech and writing. Blend action, dialogue and description within sentences.</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of fiction Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. Compare characters within and across texts. Formulate a simple hypothesis related to fiction</p>	<p>Older Literature 4 weeks</p> <p>Writing skills Vocabulary typical of formal speech and writing. Subjunctive forms for formal speech and writing. Semi-colons to mark the boundary between clauses.</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of plays Prepare play scripts to read aloud and perform using dramatic effects. Make comparisons within and across texts Compare texts written in different periods.</p>	<p>Classic fiction 4 weeks</p> <p>Writing skills Perfect form of verbs. Question tags typical of informal speech and writing. Ellipsis</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of fiction Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation Make comparisons within and across texts. Compare texts written in different periods Formulate hypotheses and locate clues to support understanding.</p>	<p>Novel as a theme 4 weeks</p> <p>Writing skills Active and passive Blend action, dialogue and description within sentences Devices to build cohesion between paragraphs Question tags typical of informal speech and writing.</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of fiction Compare characters within and across texts Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation</p>	<p>Flashbacks/Time shift 3 weeks</p> <p>Writing skills Deviate narrative from linear or chronological sequence Use subjunctive forms. Devices to build cohesion between paragraphs.</p> <p>Reading skills Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation</p>	<p>Narrative poetry to learn to perform 2.5 weeks</p> <p>Writing skills Repetition of a word or phrase. Select an appropriate register.</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of poetry Learn a wider range of poems by heart Prepare poems to read aloud and perform using dramatic effects Compare texts written in different periods</p>

<p>Unit + skills</p>	<p>Explanation: Circulatory system 2.5 weeks</p> <p>Writing skills Build cohesion using adverbials such as similarly, although, another possibility. Punctuate bullet points Identify and use colons and semi-colons within lists.</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of non-fiction Retrieve, record, make notes and present information from non-fiction Identify how language, structure and presentation contribute to meaning</p>	<p>Discussion and Debate- Formal essay on the zoo debate 2.5 weeks</p> <p>Writing skills Build cohesion between paragraphs in persuasive texts. Synonyms and antonyms. Use of hyphens to avoid ambiguity e.g. man-eating tiger. Active and passive</p> <p>Reading skills Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt Retrieve, record, make notes and present information from non-fiction Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading</p>	<p>Persuasion: Travel Brochure 2 weeks</p> <p>Writing skills Build cohesion between paragraphs in persuasive texts. Range of presentational devices e.g. headings, sub-headings. Text hybrid</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of non-fiction Make comparisons within and across texts Retrieve, record, make notes and present information from non-fiction Identify how language, structure and presentation contribute to meaning</p>	<p>Biography 2 weeks</p> <p>Writing skills Range of presentational devices e.g. headings, sub-headings. Write effectively for a range of purposes and audience</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of non-fiction Retrieve, record, make notes and present information from non-fiction Identify how language, structure and presentation contribute to meaning</p>	<p>Poetry: songs and lyrics 1 week</p> <p>Writing skills Repetition of a word or phrase Select an appropriate register SPAG revision</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of poetry Learn a wider range of poems by heart Prepare poems to read aloud and perform using dramatic effects Explore, recognise and use the terms personification, analogy, style and effect.</p>	<p>Recount: autobiography 2.5 weeks</p> <p>Writing skills Range of presentational devices e.g. headings, sub-headings. Write effectively for a range of purposes and audience</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of non-fiction Retrieve, record, make notes and present information from non-fiction</p>
<p>Unit + skills</p>	<p>Poems with imagery 1.5 weeks</p> <p>Writing skills Repetition of a word or phrase Semi-colons to mark the boundary between clauses. SPAG revision</p> <p>Reading skills Listen to, read and discuss an increasingly wide range of poetry Learn a wider range of poems by heart.</p>					<p>Alma 2 weeks</p> <p>Writing skills Conscious choices about techniques Apply skills taught throughout the year.</p> <p>Reading skills Infer characters' feelings, thoughts and motives from their actions, justifying</p>

	Prepare poems to read aloud and perform using dramatic effects Compare texts written in different periods Explore, recognise and use the terms personification, analogy, style and effect.					inferences with evidence e.g. Point+Evidence+Explanation Compare characters within and across texts.
Writing opportunities	<u>Scaffolded outcomes</u> <ul style="list-style-type: none"> A narrative for the next chapter of When Hitler Stole Pink Rabbit An imagery poem on WW2 <u>Independent</u> Narrative- Literacy shed clip Beyond the lines	<u>Scaffolded outcomes</u> <ul style="list-style-type: none"> Re-telling of a scene from Macbeth. Formal essay on zoo's <u>Independent</u> Poetry- WW2 poem or Non-fiction- formal essay based on school closing for snow days	<u>Scaffolded outcomes</u> <ul style="list-style-type: none"> A narrative of the wizard of Oz with own character and their problem. A travel brochure to Brazil. Explanation text on circulatory system <u>Independent</u> Non-Fiction- Travel brochure for alternative country	<u>Scaffolded outcomes</u> <ul style="list-style-type: none"> A narrative based on chunked plot of Wonder. A biography of Katie Piper <u>Independent</u> Narrative- Diary extract as main character and their problems Non-Fiction- biography on a chosen famous individual	<u>Scaffolded outcomes</u> <ul style="list-style-type: none"> Retelling of events as the main character Poem in the form of a song <u>Independent</u>	<u>Scaffolded outcomes</u> <ul style="list-style-type: none"> Performance of the poem An autobiography of themselves Diary based on Alma <u>Independent</u> Narrative- based on Alma Review or narrative- the railway children
Enrichments	WW2 imperial war museum	Pantomime Advert service		World Book Day	PGL	Go Velo Leavers service Theatre production- The railway children
Ongoing reading skills	<p>Word reading Read books at an age appropriate interest level.</p> <ul style="list-style-type: none"> □ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. □ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. □ Use suffixes to understand meanings e.g. -cious, -tious, -tial, - cial. □ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. □ Use etymology to help the pronunciation of new words e.g. chef, chalet, machine -French in origin. <p>Maintaining positive attitudes Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p> <p>Understanding texts they read independently and those which are read to them Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> Use a reading journal to record on-going reflections and responses to personal reading.</p>					

Explore texts in groups and deepen comprehension through discussion.

Predict what might happen from information stated and implied.

Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.

Recognise themes within and across texts e.g. *hope, peace, fortune, survival*

Skim for gist.

Scan for key information

Use a combination of skimming, scanning and close reading across a text to locate specific detail

Participating in discussion and debate

Participate in discussions about books, building on their own and others' ideas and challenging views courteously.