

**Gresham Primary School**  
**English Curriculum Map**  
**Year Six**

	<b>Text and Literary form</b>	<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Spellings</b>	
<b>Autumn 1</b>	<p>Goodnight Mr. Tom  <i>(Fiction-historical novel)</i></p>	<p><b>Pupils should be taught to:</b>            maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>listen and respond appropriately to adults and their peers;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>use relevant strategies to build their vocabulary;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p>	<p><b>Comprehension:</b></p> <p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>continuing to read and discuss an increasingly wide range of <b>fiction</b>, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their</p>	<p><b>Outcomes:</b></p> <p>Writing in role            Newspaper writing            Poetry            Explanation</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading.</p> <p><b>Pupils will draft and write by:</b></p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>precising longer passages;</p>	<p><b>Outcomes:</b></p> <p>Writing in role            Newspaper writing            Poetry            Explanation</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading.</p> <p><b>Pupils will draft and write by:</b></p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>precising longer passages;</p>	<p>Below is a complete list of grammar from the Y5 &amp; 6 curriculum. Please decide where each one will be taught and cut &amp; paste into the relevant term.</p> <p><b>Pupils should be taught to:</b></p> <p>develop their understanding of the concepts and learn the grammar set out in the Y5 &amp; Y6 English curriculum, Appendix 2;</p> <p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive;</p> <p>use passive verbs to affect the presentation of information in a sentence;</p> <p>use the perfect form of verbs to mark relationships of time and cause;</p> <p>use expanded noun phrases to convey complicated information concisely;</p>	<p>Below is a complete list of punctuation from the Y5 &amp; 6 curriculum. Please decide where each one will be taught and cut &amp; paste into the relevant term.</p> <p><b>Pupils should be taught to:</b></p> <p>use commas to clarify meaning or avoid ambiguity in writing;</p> <p>use hyphens to avoid ambiguity;</p> <p>use brackets, dashes or commas to indicate parenthesis;</p> <p>use semi-colons, colons or dashes to mark boundaries between independent clauses;</p> <p>using a colon to introduce a list;</p> <p>punctuating bullet points consistently;</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Below is a complete list of every spelling pattern from the Y5 &amp; 6 curriculum. Please decide where each one will be taught and cut &amp; paste into the relevant term.</p> <p><b>Pupils should be taught to:</b></p> <p>use further prefixes and suffixes and understand the guidance for adding them;</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn];</p> <p>continue to distinguish between homophones and other words which are often confused;</p> <p>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;</p> <p>use dictionaries to check the spelling and meaning of words;</p>

**Gresham Primary School**  
**English Curriculum Map**  
**Year Six**

		<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> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p> <p>speak audibly and fluently with an increasing command of Standard English.</p>	<p>actions, and justifying inferences with evidence;</p> <p>identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p> <p>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.</p>	<p>using a wide range of devices to build cohesion within and across paragraphs.</p> <p><b>Pupils will evaluate and edit their writing by:</b></p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>proof-read for spelling and punctuation errors;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Handwriting:</b></p> <p><b>Write legibly, fluently and with increasing speed by:</b></p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>use modal verbs or adverbs to indicate degrees of possibility;</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p>	<p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious:  <i>(vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious);</i></p> <p>Endings which sound like /ʃəl/:  <i>(official, special, artificial, partial, confidential, essential);</i></p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency:  <i>[observant, observance, (observat)ion, expectant (expectat)ion, hesitant, hesitancy (hesitat)ion, tolerant, tolerance (tolerat)ion), substance (substant)ial]</i>  <i>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confident)ial]</i>  <i>assistant, assistance, obedient, obedience, independent, independence];</i></p>
--	--	--	--	---	---	---

Gresham Primary School  
English Curriculum Map  
Year Six

							<p>Words ending in –able and –ible; Words ending in –ably and –ibly:  <i>[adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</i></p> <p><i>dependable, comfortable, understandable, reasonable, enjoyable, reliable</i></p> <p><i>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly]</i></p> <p>Adding suffixes beginning with vowel letters to words ending in –fer:  <i>(referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference);</i></p> <p>Use of the hyphen:  <i>(co-ordinate, re-enter, co-operate, co-own);</i></p>
--	--	--	--	--	--	--	--

Gresham Primary School  
English Curriculum Map  
Year Six

							<p>Words with the /i:/ sound spelt ei after c: (<i>deceive, conceive, receive, perceive, ceiling</i>);</p> <p>Words containing the letter-string ough: (<i>ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough</i>);</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word): (<i>doubt, island, lamb, solemn, thistle, knight</i>).</p>
Autumn 2	Suffragette: The Battle for Equality ( <i>Non-Fiction</i> )	<p><b>Pupils should be taught to:</b></p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>listen and respond appropriately to adults and their peers;</p>	<p><b>Comprehension:</b></p> <p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <b>non-fiction</b> and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p>	<p><b>Writing Outcomes:</b></p> <p>'Tell Me' book talk responses Reading Journal Research notes and mind maps Timeline Pen portraits Biographies Speeches Persuasive letters and responses Prison letters and accounts Petition Eyewitness accounts Newspaper report – with bias Banners and slogans Posters, flyers and pamphlets</p>			

**Gresham Primary School**  
**English Curriculum Map**  
**Year Six**

		<p>articulate and justify answers, arguments and opinions;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>gain, maintain and monitor the interest of the listener(s);</p> <p>select and use appropriate registers for effective communication.</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>distinguish between statement of facts and opinion;</p> <p>retrieve, record and present information from non-fiction;</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and</p>	<p>Flags, badges and sashes  Song lyrics for an anthem  Persuasive text of choice: letter, poster,</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading;</p> <p><b>Pupils will draft and write by:</b></p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>using a wide range of devices to build cohesion within and across paragraphs;</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining];</p>			
--	--	---	--	---	--	--	--

Gresham Primary School  
English Curriculum Map  
Year Six

			<p>debates, maintaining a focus on the topic and using notes where necessary;</p> <p>provide reasoned justifications for their views.</p>	<p><b>Pupils will evaluate and edit their writing by:</b></p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proof-read for spelling and punctuation errors;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Handwriting:</b></p> <p><b>Write legibly, fluently and with increasing speed by:</b></p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
Spring 1	Pig-Heart Boy <i>(Fiction- contemporary novel)</i>	<p><b>Pupils should be taught to:</b></p> <p>listen and respond appropriately to adults and their peers;</p>	<p><b>Comprehension:</b></p> <p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p>	<p><b>Writing Outcomes:</b></p> <p>Diary entries Notes and scripts for debates Scripts for short plays and books trailers Persuasive texts</p>			

Gresham Primary School  
English Curriculum Map  
Year Six

	<p>ask relevant questions to extend their understanding and knowledge;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>consider and evaluate different viewpoints, attending to and building</p>	<p>continuing to read and discuss an increasingly wide range of <b>fiction</b>, poetry, plays, non-fiction and reference books or textbooks;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>checking that the book/poem makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>Letters (both formal and informal) Newspaper Articles Emails</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to, seen and performed.</p> <p><b>Pupils will draft and write by:</b></p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>precising longer passages;</p>			
--	--	--	--	--	--	--

Gresham Primary School  
English Curriculum Map  
Year Six

		<p>on the contributions of others;</p> <p>select and use appropriate registers for effective communication.</p>		<p>using a wide range of devices to build cohesion within and across paragraphs;</p> <p>using further organisational and presentational devices to structure text and to guide the reader.</p> <p><b>Pupils will evaluate and edit their writing by:</b></p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>proof-read for spelling and punctuation errors;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>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> <p><b>Handwriting:</b></p>			
--	--	---	--	--	--	--	--

**Gresham Primary School**  
**English Curriculum Map**  
**Year Six**

				<p><b>Write legibly, fluently and with increasing speed by:</b></p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
Spring 2	Love that Dog ( <i>Poetry</i> )	<p><b>Pupils should be taught to:</b></p> <p>listen and respond appropriately to adults and their peers;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p> <p>maintain attention and participate actively in collaborative conversations, staying on</p>	<p><b>Comprehension:</b></p> <p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>continuing to read and discuss an increasingly wide range of fiction, <b>poetry</b>, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>learning a wider range of <b>poetry</b> by heart;</p>	<p><b>Outcomes:</b></p> <p>Notes for debate and discussion and for oral presentations          Poetry          Written feedback          Poetry anthology</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading.</p> <p><b>Pupils will draft and write by:</b></p> <p>selecting appropriate grammar and vocabulary,</p>			

**Gresham Primary School**  
**English Curriculum Map**  
**Year Six**

		<p>topic and initiating and responding to comments;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>gain, maintain and monitor the interest of the listener(s);</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>preparing <b>poems</b> 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> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p>	<p>understanding how such choices can change and enhance meaning;</p> <p>using further organisational and presentational devices to structure text and to guide the reader.  <b>Pupils will evaluate and edit their writing by:</b></p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>proof-read for spelling and punctuation errors;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Handwriting:</b></p> <p><b>Write legibly, fluently and with increasing speed by:</b></p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
--	--	--	--	---	--	--	--

Gresham Primary School  
English Curriculum Map  
Year Six

			<p>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;</p> <p>provide reasoned justifications for their views.</p>				
<p>Summer 1 &amp; Summer 2</p>	<p>Wonder (<i>Fiction-contemporary novel</i>)</p>	<p><b>Pupils should be taught to:</b></p> <p>listen and respond appropriately to adults and their peers;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>use relevant strategies to build their vocabulary;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>give well-structured descriptions, explanations and narratives for</p>	<p><b>Comprehension:</b></p> <p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>continuing to read and discuss an increasingly wide range of <b>fiction</b>, poetry, plays, non-fiction and reference books or textbooks;</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, <b>modern fiction</b>, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read</p>	<p><b>Writing outcomes:</b></p> <p>Factual information leaflets Notes for discussion and role play Scripts for documentary Maxims and precepts Newspaper article Diary entries Letters</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p> <p>identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own;</p>			

Gresham Primary School  
English Curriculum Map  
Year Six

	<p>different purposes, including for expressing feelings;</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p><b>gain, maintain and monitor the interest of the listener(s):</b></p> <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>	<p>to their peers, giving reasons for their choices;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>identifying how language, structure and presentation contribute to meaning;</p>	<p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed;</p> <p><b>Pupils will draft and write by:</b></p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>precising longer passages;</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>using a wide range of devices to build cohesion within and across paragraphs</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>Pupils will evaluate and edit their writing by:</b></p>			
--	--	---	--	--	--	--

Gresham Primary School  
English Curriculum Map  
Year Six

			<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>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> <p>proof-read for spelling and punctuation errors;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Handwriting:</b></p> <p><b>Write legibly, fluently and with increasing speed by:</b></p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p>		
--	--	--	--	--	--	--

Gresham Primary School  
English Curriculum Map  
Year Six

				choosing the writing implement that is best suited for a task.			
--	--	--	--	--	--	--	--

Other texts: