	Text and Literary	Spoken	Reading	Writing	Grammar	Punctuation	Spellings
	form	Language					
Autumn 1	Goodnight Mr. Tom (Fiction-historical	Maintain attention and participate actively in	Comprehension:	Outcomes:	Word classes – nouns, verbs, adjectives, adverbs	Punctuation for parenthesis	Ambitious Synonyms: Adjectives
	novel)(Link to WW2 topic)	collaborative conversations, staying on	Pupils should be taught to maintain positive	Writing in role Newspaper writing	Clauses (Main, relative)	Commas	Homophones & Near
		topic and initiating and responding to comments;	attitudes to reading and understanding of what they read by:	Poetry Explanation	Modal verbs		Homophones: Nouns that end in -ce/-cy and verbs
		Ask relevant questions to extend their	continuing to read and	Composition:	Parenthesis		that end in -se/-sy Adjectives ending in -ant
		understanding and knowledge;	discuss an increasingly wide range of fiction , poetry, plays, non-fiction	Pupils will plan their writing by:	Expanded noun phrases		into nouns ending in - ance/ -ancy
		Listen and respond appropriately to adults	and reference books or textbooks;	identifying the audience for and purpose of the	Present tense		Adjectives ending in -ent into nouns ending in -
		and their peers;	reading books that are structured in different	writing, selecting the appropriate form and	Past tense		ence/ -ency
		Articulate and justify answers, arguments and opinions;	ways and reading for a range of purposes;	using other similar writing as models for their own;			Hyphens: To join a prefix ending in a vowel to a
		Use relevant strategies to	identifying and discussing themes and conventions	noting and developing initial ideas, drawing on			root word beginning with a vowel.
		build their vocabulary;	in and across a wide range of writing;	reading. Pupils will draft and write			Hyphens: To join compound adjectives to
		Use spoken language to develop understanding	checking that the book makes sense to them,	by:			avoid ambiguity
		through speculating, hypothesising, imagining and exploring ideas;	discussing their understanding and exploring the meaning of	selecting appropriate grammar and vocabulary, understanding how such			Statutory words
			words in context;	choices can change and enhance meaning;			
		Participate in discussions, presentations, performances, role play,	asking questions to improve their	in narratives, describing			
		improvisations and debates;	understanding;	settings, characters and atmosphere and			
		Consider and evaluate	drawing inferences such as inferring characters' feelings, thoughts and	integrating dialogue to convey character and advance the action;			
		different viewpoints, attending to and building	motives from their	précising longer passages;			

English Curriculum Map

			ar six	1	
	on the contributions of	actions, and justifying	using a wide range of		
	others;	inferences with evidence;	devices to build cohesion		
			within and across		
	Select and use	identifying how language,	paragraphs.		
	appropriate registers for	structure and			
	effective communication.	presentation contribute	Pupils will evaluate and		
	enective communication.	to meaning;	edit their writing by:		
	Give well-structured	discuss and evaluate how	proposing changes to		
	descriptions, explanations	authors use language,	vocabulary, grammar and		
	and narratives for	including figurative	punctuation to enhance		
	different purposes,	language, considering the	effects and clarify		
	including for expressing	impact on the reader;	meaning;		
	feelings;	pact on the reduct,			
		participate in discussions	proof-read for spelling		
	Connellational	about books that are read	and punctuation errors;		
	Speak audibly and	to them and those they	and punctuation cirols,		
	fluently with an	can read for themselves,	perform their own		
	increasing command of	building on their own and	compositions, using		
	Standard English.	others' ideas and	appropriate intonation,		
		challenging views			
		courteously;	volume, and movement		
		courteously,	so that meaning is clear.		
		explain and discuss their	Handring		
		-	Handwriting:		
		understanding of what			
		they have read, including			
		through formal	Write legibly, fluently		
		presentations and	and with increasing		
		debates, maintaining a	speed by:		
		focus on the topic and			
		using notes where	choosing which shape of a		
		necessary.	letter to use when given		
			choices and deciding		
			whether or not to join;		
			choosing the writing		
			implement that is best		
			suited for a task.		
				l	

Autumn 2	Suffragette: The Battle for Equality (Non-Fiction)	Pupils should be taught to:	Comprehension: Pupils should be taught to maintain positive	Writing Outcomes: 'Tell Me' book talk responses	Word classes – nouns, verbs, adjectives, adverbs, subject, object, determiners, conjunctions	Continue to recap punctuation	Words ending in -able Words ending in -able
		maintain attention and participate actively in collaborative conversations, staying on	attitudes to reading and understanding of what they read by:	Reading Journal Research notes and mind maps Timeline	Was or were? Subjunctive form		Words ending in -ably
		topic and initiating and responding to comments;	continuing to read and discuss an increasingly	Pen portraits Biographies Speeches	Subjunctive form		Word families based on common words, showin how words are related
		ask relevant questions to extend their understanding and	wide range of fiction, poetry, plays, non-fiction and reference books or	Persuasive letters and responses Prison letters and			form and meaning Word families based or common words, showing
		knowledge;	reading books that are structured in different	accounts Petition Eyewitness accounts Newspaper report – with			how words are related form and meaning
		appropriately to adults and their peers;	ways and reading for a range of purposes;	bias Banners and slogans Posters, flyers and			Creating diminutives using prefixes micro- o mini-
		articulate and justify answers, arguments and opinions;	identifying and discussing themes and conventions	pamphlets Flags, badges and sashes Song lyrics for an anthem Persuasive text of choice:			Statutory Spellings
		use spoken language to develop understanding through speculating,	in and across a wide range of writing; making comparisons	letter, poster, Composition:			
		hypothesising, imagining and exploring ideas;	within and across books; drawing inferences such	Pupils will plan their writing by:			
		speak audibly and fluently with an increasing command of Standard English;	as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing			
		participate in discussions, presentations, performances, role play, improvisations and debates;	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main	as models for their own; noting and developing initial ideas, drawing on reading;			

English Curriculum Map

Year Six

	consider and evaluate	identifying how language,	Pupils will draft and write		
	different viewpoints,	structure and	by:		
	attending to and building	presentation contribute	۵γ.		
	on the contributions of	to meaning;	selecting appropriate		
	others;	to meaning,	grammar and vocabulary,		
	otileis,	discuss and evaluate how	understanding how such		
		authors use language,	choices can change and		
	gain, maintain and	including figurative	enhance meaning;		
	monitor the interest of	language, considering the	ermance meaning,		
	the listener(s);	impact on the reader;	using a wide range of		
		impact on the reader,	devices to build cohesion		
	select and use	distinguish botus on	within and across		
	appropriate registers for	distinguish between statement of facts and			
	effective communication.		paragraphs;		
	chiestive communication.	opinion;	using further		
		ratrious record and	using further		
		retrieve, record and	organisational and		
		present information from	presentational devices to		
		non-fiction;	structure text and to		
		and the said alternation that	guide the reader [for		
		explain and discuss their	example, headings, bullet		
		understanding of what	points, underlining];		
		they have read, including			
		through formal			
		presentations and			
		debates, maintaining a			
		focus on the topic and	Pupils will evaluate and		
		using notes where	edit their writing by:		
		necessary;			
			assessing the		
		provide reasoned	effectiveness of their own		
		justifications for their	and others' writing;		
		views.			
			proof-read for spelling		
			and punctuation errors;		
			proposing changes to		
			vocabulary, grammar and		
			punctuation to enhance		
			effects and clarify		
			meaning;		
			norform their com		
			perform their own		
			compositions, using		
			appropriate intonation,		
			volume, and movement		
			so that meaning is clear.		

				41 31X			
				Handwriting: Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join; choosing the writing implement that is best suited for a task.			
Spring 1	Pig-Heart Boy (Fiction- contemporary novel)	Pupils should be taught to: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; 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	Comprehension: Pupils should be taught to 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; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; checking that the book/poem makes sense to them, discussing their understanding and exploring the meaning of words in context;	Diary entries Notes and scripts for debates Scripts for short plays and books trailers Persuasive texts Letters (both formal and informal) Newspaper Articles Emails Composition: Pupils will 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;	Passive voice (passive verbs) Subjunctive form in formal writing Formal/informal vocabulary	Commas in a list Colons and semi- colons Bullet points for a list Dashes	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) Words with the 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 Word families based on common words, showing how words are related in form and meaning Statutory Spellings

English Curriculum Map

		1	1	•	
topic and initiating and		considering how authors			
responding to comments;	discuss and evaluate how	have developed			
	authors use language,	characters and settings in			
use sneken language te	including figurative	what pupils have read,			
use spoken language to	language, considering the	listened to, see and			
develop understanding	impact on the reader;	performed.			
through speculating,		p			
hypothesising, imagining	participate in discussions	Pupils will draft and write			
and exploring ideas;	about books that are read	I =			
		by:			
speak audibly and fluently	to them and those they				
with an increasing	can read for themselves,	in narratives, describing			
5	building on their own and	settings, characters and			
command of Standard	others' ideas and	atmosphere and			
English;	challenging views	integrating dialogue to			
	courteously;	convey character and			
participate in discussions,		advance the action;			
presentations,	provide reasoned				
performances, role play,	justifications for their	selecting appropriate			
improvisations and	views.	grammar and vocabulary,			
debates;		understanding how such			
debutes,		choices can change and			
		enhance meaning;			
consider and evaluate		3,			
different viewpoints,		précising longer passages;			
attending to and building		precising longer passages,			
on the contributions of		using a wide range of			
others;		using a wide range of			
		devices to build cohesion			
		within and across			
select and use		paragraphs;			
appropriate registers for					
effective communication.		using further			
		organisational and			
		presentational devices to			
		structure text and to			
		guide the reader.			
		Pupils will evaluate and			
		edit their writing by:			
		assessing the			
		effectiveness of their own			
		and others' writing;			
		and directs writing,			
		proposing changes to			
		vocabulary, grammar and			

English Curriculum Map

Year Six

				punctuation to enhance			
				effects and clarify meaning;			
				proof-read for spelling			
				and punctuation errors;			
				ensuring the consistent			
				and correct use of tense			
				throughout a piece of writing;			
				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.			
				Handwriting:			
				Hanuwitting.			
				Write legibly, fluently			
				and with increasing speed by:			
				opeca ay.			
				choosing which shape of a			
				letter to use when given choices and deciding			
				whether or not to join;			
				ale and a place of the			
				choosing the writing implement that is best			
				suited for a task.			
Spring 2	Love that Dog (Poetry)		Comprehension:	Outcomes:	Devises to build cohesion	Using hyphens	Words with endings
Spring 2	"	Pupils should be taught to:					which sound like
		to.	Pupils should be taught to maintain positive	Notes for debate and discussion and for oral	Paragraphs		/shuhl/ after a
		listen and respond	attitudes to reading and	presentations			vowel letter
		appropriately to adults	understanding of what	Poetry	Organising sentences		
		and their peers;	they read by:	Written feedback			
		1	1				

Year Six

ack valous to a section	continuing to read and	Poetry anthology	Avoiding repetition	Words with endings
ask relevant questions to extend their understanding and	discuss an increasingly wide range of fiction,	Composition:	Consolidation of all learning	which sound like /shuhl/ after a
knowledge;	poetry, plays, non-fiction and reference books or textbooks;	Pupils will plan their writing by:		consonant letter
articulate and justify answers, arguments and opinions;	reading books that are structured in different	identifying the audience for and purpose of the		Words with a 'soft c' spelt /ce/
give well-structured descriptions, explanations	ways and reading for a range of purposes;	writing, selecting the appropriate form and using other similar writing		Word families based on common words,
and narratives for different purposes, including for expressing	identifying and discussing themes and conventions	as models for their own; noting and developing initial ideas, drawing on		showing how words are related in form and meaning
feelings;	in and across a wide range of writing;	reading.		Word families based
maintain attention and participate actively in collaborative	making comparisons within and across books;	Pupils will draft and write by:		on common words, showing how words
conversations, staying on topic and initiating and responding to comments;	learning a wider range of poetry by heart;	selecting appropriate grammar and vocabulary, understanding how such		are related in form and meaning
speak audibly and fluently with an increasing	preparing poems and plays to read aloud and to perform, showing	choices can change and enhance meaning;		Statutory Spellings
command of Standard English;	understanding through intonation, tone and volume so that the	using further organisational and presentational devices to		
participate in discussions, presentations, performances, role play,	meaning is clear to an audience;	structure text and to guide the reader. Pupils will evaluate and		
improvisations and debates;	checking that the book makes sense to them, discussing their	edit their writing by: assessing the		
gain, maintain and monitor the interest of	understanding and exploring the meaning of words in context;	effectiveness of their own and others' writing;		
the listener(s); consider and evaluate	asking questions to improve their	proposing changes to vocabulary, grammar and punctuation to enhance		
different viewpoints, attending to and building	understanding;	effects and clarify meaning;		

English Curriculum Map

		ar Six		1
on the contributions of	drawing inferences such	proof-read for spelling		
others.	as inferring characters'	and punctuation errors;		
	feelings, thoughts and			
	motives from their	perform their own		
	actions, and justifying	compositions, using		
	inferences with evidence;	appropriate intonation,		
		volume, and movement		
	identifying how language,	so that meaning is clear.		
	structure and			
	presentation contribute	Handwriting:		
	to meaning;			
		Write legibly, fluently		
	discuss and evaluate how	and with increasing		
	authors use language,	speed by:		
	including figurative			
	language, considering the	choosing which shape of a		
	impact on the reader;	letter to use when given		
		choices and deciding		
	participate in discussions	whether or not to join;		
	about books that are read			
	to them and those they	choosing the writing		
	can read for themselves,	implement that is best		
	building on their own and	suited for a task.		
	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.			

Summer 1 & Summer 2	Wonder (Fiction- contemporary novel)	Pupils should be taught to:	Comprehension: Pupils should be taught	Writing outcomes:	Recap of learning this year	Recap of learning this year	Recap of learning this year
		listen and respond appropriately to adults and their peers;	to maintain positive attitudes to reading and understanding of what they read by:	Factual information leaflets Notes for discussion and role play Scripts for documentary			
		ask relevant questions to extend their understanding and knowledge;	continuing to read and discuss an increasingly wide range of fiction , poetry, plays, non-fiction and reference books or	Maxims and precepts Newspaper article Diary entries Letters			
		use relevant strategies to build their vocabulary;	textbooks; increasing their familiarity	Composition: Pupils will plan their			
		articulate and justify	with a wide range of books, including myths,	writing by: identifying the audience			
		answers, arguments and opinions;	legends and traditional stories, modern fiction, fiction from our literary heritage, and books from	for and purpose of their writing, selecting the appropriate form and			
		give well-structured descriptions, explanations and narratives for	other cultures and traditions recommending books that they have read	using other similar writing as models for their own;			
		different purposes, including for expressing feelings;	to their peers, giving reasons for their choices;	noting and developing initial ideas, drawing on reading;			
		maintain attention and participate actively in collaborative	identifying and discussing themes and conventions in and across a wide range of writing;	considering how authors have developed characters and settings in what pupils have read,			
		conversations, staying on topic and initiating and responding to comments;	making comparisons within and across books;	listened to or seen performed;			
		use spoken language to develop understanding	checking that the book makes sense to them, discussing their	Pupils will draft and write by:			
		through speculating, hypothesising, imagining and exploring ideas;	understanding and exploring the meaning of words in context;	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and			
				advance the action;			

English Curriculum Map (2020-21) M. Mortali Ellis

Gresham Primary School

Year Six

speak audibly and fluently	asking questions to			
with an increasing	improve their	précising longer passages;		
command of Standard	understanding;	,		
English;	3,	selecting appropriate		
	drawing inferences such	grammar and vocabulary,		
	as inferring characters'	understanding how such		
participate in discussions,	feelings, thoughts and	choices can change and		
presentations,	motives from their	enhance meaning;		
performances, role play,	actions, and justifying			
improvisations and	inferences with evidence;	using a wide range of		
debates;	,	devices to build cohesion		
	predicting what might	within and across		
gain, maintain and	happen from details	paragraphs		
monitor the interest	stated and implied;	paragraphic		
of the listener(s);		using further		
of the listener(s),	summarising the main	organisational and		
	ideas drawn from more	presentational devices to		
consider and evaluate	than one paragraph,	structure text and to		
different viewpoints,	identifying key details	guide the reader [for		
attending to and building	that support the main	example, headings, bullet		
on the contributions of	ideas;	points, underlining];		
others;	iacas,	po		
	identifying how language,			
select and use	structure and	Pupils will evaluate and		
appropriate registers for	presentation contribute	edit their writing by:		
effective communication.	to meaning;	5 ,		
	<u>.</u>	assessing the		
	discuss and evaluate how	effectiveness of their own		
	authors use language,	and others' writing;		
	including figurative			
	language, considering the	proposing changes to		
	impact on the reader;	vocabulary, grammar and		
		punctuation to enhance		
	participate in discussions	effects and clarify		
	about books that are read	meaning;		
	to them and those they			
	can read for themselves,	ensuring the consistent		
	building on their own and	and correct use of tense		
	others' ideas and	throughout a piece of		
	challenging views	writing;		
	courteously;			
		ensuring correct subject		
	explain and discuss their	and verb agreement		
	understanding of what	when using singular and		
	they have read, including	plural, distinguishing		
	through formal	between the language of		

English Curriculum Map

presentations and debates, maintaining a	speech and writing and choosing the appropriate
focus on the topic and	register;
using notes where	
necessary;	proof-read for spelling
	and punctuation errors;
provide reasoned	
justifications for their	perform their own
views.	compositions, using
	appropriate intonation,
	volume, and movement
	so that meaning is clear.
	Handwriting:
	Write legibly, fluently
	and with increasing
	speed by:
	choosing which shape of a
	letter to use when given
	choices and deciding
	whether or not to join;
	choosing the writing
	implement that is best
	suited for a task.