

Gresham Primary School
English Curriculum Map
Year Six

	Text and Literary form	Spoken Language	Reading	Writing	Grammar	Punctuation	Spellings
Autumn 1	Goodnight Mr. Tom <i>(Fiction-historical novel)</i> (Link to WW2 topic)	<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>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>Consider and evaluate different viewpoints, attending to and building</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, 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>Outcomes:</p> <p>Writing in role Newspaper writing Poetry Explanation</p> <p>Composition:</p> <p>Pupils will plan their writing by:</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>Pupils will draft and write by:</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>Word classes – nouns, verbs, adjectives, adverbs</p> <p>Clauses (Main, relative)</p> <p>Modal verbs</p> <p>Parenthesis</p> <p>Expanded noun phrases</p> <p>Present tense</p> <p>Past tense</p>	<p>Punctuation for parenthesis</p> <p>Commas</p>	<p>Ambitious Synonyms: Adjectives</p> <p>Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Adjectives ending in -ant into nouns ending in -ance/ -ancy</p> <p>Adjectives ending in -ent into nouns ending in -ence/ -ency</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p> <p>Statutory words</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>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>Pupils will evaluate and edit their writing by:</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>Handwriting:</p> <p>Write legibly, fluently and with increasing speed by:</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

Autumn 2	<p>Suffragette: The Battle for Equality (<i>Non-Fiction</i>)</p>	<p>Pupils should be taught to:</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>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>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, 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>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>Writing Outcomes:</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 Flags, badges and sashes Song lyrics for an anthem Persuasive text of choice: letter, poster,</p> <p>Composition:</p> <p>Pupils will plan their writing by:</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>Word classes – nouns, verbs, adjectives, adverbs, subject, object, determiners, conjunctions</p> <p>Was or were?</p> <p>Subjunctive form</p>	<p>Continue to recap punctuation</p>	<p>Words ending in -able</p> <p>Words ending in -able</p> <p>Words ending in -ably</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes micro- or mini-</p> <p>Statutory Spellings</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>gain, maintain and monitor the interest of the listener(s);</p> <p>select and use appropriate registers for effective communication.</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 debates, maintaining a focus on the topic and using notes where necessary;</p> <p>provide reasoned justifications for their views.</p>	<p>Pupils will draft and write by:</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>Pupils will evaluate and edit their writing by:</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>			
--	--	--	---	--	--	--	--

Gresham Primary School
English Curriculum Map
Year Six

				<p>Handwriting:</p> <p>Write legibly, fluently and with increasing speed by:</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>Pupils should be taught to:</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>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, 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>Writing Outcomes:</p> <p>Diary entries Notes and scripts for debates Scripts for short plays and books trailers Persuasive texts Letters (both formal and informal) Newspaper Articles Emails</p> <p>Composition:</p> <p>Pupils will plan their writing by:</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>Passive voice (passive verbs)</p> <p>Subjunctive form in formal writing</p> <p>Formal/informal vocabulary</p>	<p>Commas in a list</p> <p>Colons and semi- colons</p> <p>Bullet points for a list</p> <p>Dashes</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory Spellings</p>

Gresham Primary School
English Curriculum Map
Year Six

		<p>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 on the contributions of others;</p> <p>select and use appropriate registers for effective communication.</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>considering how authors have developed characters and settings in what pupils have read, listened to, see and performed.</p> <p>Pupils will draft and write by:</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> <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>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and</p>			
--	--	---	---	---	--	--	--

Gresham Primary School
English Curriculum Map
Year Six

				<p>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>Handwriting:</p> <p>Write legibly, fluently and with increasing speed by:</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>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers;</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p>	<p>Outcomes:</p> <p>Notes for debate and discussion and for oral presentations Poetry Written feedback</p>	<p>Devises to build cohesion</p> <p>Paragraphs</p> <p>Organising sentences</p>	<i>Using hyphens</i>	<p>Words with endings which sound like /shuhl/ after a vowel letter</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>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</p>	<p>continuing to read and discuss an increasingly wide range of fiction, 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>making comparisons within and across books;</p> <p>learning a wider range of poetry by heart;</p> <p>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;</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>Poetry anthology</p> <p>Composition:</p> <p>Pupils will plan their writing by:</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>Pupils will draft and write by:</p> <p>selecting appropriate grammar and vocabulary, 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.</p> <p>Pupils will evaluate and edit their writing by:</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>Avoiding repetition</p> <p>Consolidation of all learning</p>	<p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a 'soft c' spelt /ce/</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory Spellings</p>
--	--	--	--	--	--	---

Gresham Primary School
English Curriculum Map
Year Six

		<p>on the contributions of others.</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>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>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>Handwriting:</p> <p>Write legibly, fluently and with increasing speed by:</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

Summer 1 & Summer 2	Wonder (<i>Fiction-contemporary novel</i>)	<p>Pupils should be taught to:</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 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>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, 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, 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;</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>Writing outcomes:</p> <p>Factual information leaflets Notes for discussion and role play Scripts for documentary Maxims and precepts Newspaper article Diary entries Letters</p> <p>Composition:</p> <p>Pupils will plan their writing by:</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> <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>Pupils will draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p>	Recap of learning this year	Recap of learning this year	Recap of learning this year
------------------------	--	---	--	---	-----------------------------	-----------------------------	-----------------------------

Gresham Primary School
English Curriculum Map
Year Six

		<p>speaking 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>select and use appropriate registers for effective communication.</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>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</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>Pupils will evaluate and edit their writing by:</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</p>			
--	--	---	--	---	--	--	--

Gresham Primary School
English Curriculum Map
Year Six

			<p>presentations and debates, maintaining a focus on the topic and using notes where necessary;</p> <p>provide reasoned justifications for their views.</p>	<p>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>Handwriting:</p> <p>Write legibly, fluently and with increasing speed by:</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