

Curriculum Map- English- Year Six

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons.

Unit	Time	Example Texts	Outcomes	English Language Opportunities	On-going Language Teaching
Classic Narratives	2 x 3-4 weeks	King Arthur Dracula Or Shakespeare: Macbeth (Year 6) Julius Caesar (Year 4) The Tempest (Year 5) Midsummer Night's Dream (Year 3) (Leon Garfield <i>Shakespeare Stories</i>)	-Personal response -Character study -Extended narrative	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Reading Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning
Contemporary Narratives	3-4 weeks	Michael Morpurgo Kensuke's Kingdom War Horse Thief (Malory Blackman) Fly by Night Once	-Personal response -Character study -Extended narrative or -Range of writing in character (letters, diaries, etc.) or -Play script	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g.	Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views

				<i>secondly)</i>	
Well-loved Narratives	3-4 weeks	The Wolves of Willoughby Chase Watership Down Sherlock Holmes – Hound of Baskervilles (RealReads x 60) Stig of the Dump Treasure Island Street Child	-Personal response -Character study -Extended narrative or -Range of writing in character (letters, diaries, etc.) or -Play script	Relative clauses beginning with <i>who, which, where, why, whose, that,</i> or an omitted relative pronoun	Writing Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency
Non-Fiction	3-4 weeks	Range of high quality non-fiction linked to wider topic/foundation subjects	-Extract from non-fiction text (2x double A4 page) or -ICT text such as webpage	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing)	Grammar Use appropriate register/ style

					<p>Use the passive voice for purpose</p> <p>Use features to convey & clarify meaning</p> <p>Use full punctuation</p> <p>Use language of subject/object</p> <p>Speaking & Listening</p> <p>Use questions to build knowledge</p> <p>Articulate arguments & opinions</p> <p>Use spoken language to speculate,</p> <p>hypothesise & explore</p> <p>Use appropriate register & language</p>
Biography	1-2 weeks	Published biographies (books or online) linked to foundation subjects/science	-A short biography	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	
Persuasive letters	1-2 weeks	Linked to foundation subjects	-Persuasive letter written for 'real' purpose linked to issue arising from foundation subjects	<p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place</p>	

				(e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	
Recounts	On-going	Linked to educational visits and visitors to school/workshops	-Recount		
Poetry	2 x 1 week	Poems by well known poet or types of poems	-Personal response -Poem using style/theme -Recitation/performance of poem		
Poetry	2 x 1-2 weeks	Narrative Poetry such as Flannan Isle The Raven	-Personal response -Recitation/performance of poem		
Poetry	1 week	Children's own choice of poem	-Personal response -Recitation/performance of poem -hand-written version of poem for class anthology		

Film Links: Oliver, The Wolves of Willoughby Chase, Watership Down, Sherlock Holmes, Stig of the Dump, Treasure Island.