

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, punctuation, grammar and handwriting lessons.

Week	Theme/topic	Example Texts	Outcomes	English Language Opportunities	On-going Language Teaching
AUTUMN TERM					
1	Autobiography	Alan Sugar	Write about one event in their own life in a similar style	Humour, interesting vocabulary Use of first person in writing	To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet
2	Recounts	Cider with Rosie	Recount of starting back in similar style	Recognise themes in what they read	
3	Non-chronological reports	The BT Tower and other examples	Non-chronological report based on last week's learning in History about Ancient Greek pottery	Know what information to look for	
4	Journalistic style	Item(s) from current news	To write a journalistic report based on a computer theft from our school Focus on how to use quotations within the report	Using passive verbs to affect the presentation of information in a sentence	To maintain positive attitudes to reading and understanding of what they read
5	Characters Dialogue	Macbeth (three witches) Victorian census materials – William Towers' life	Study of play script, characterisation through dialogue Converting play script to a story dialogue Write an obituary	Use of speech/dialogue punctuation Write sensitively – careful choice of vocabulary to portray character	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

6	Settings	Susan Hill description	Economy of description (100 words to 50 through drafting process) Quality of word choice Write a description based on an image	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	To distinguish between statements of fact and opinion
7	Story – mythical, legendary, historical	Ancient Greek myth (Pandora’s box)	Take example myth and through study, create own modern day version	Using modal verbs of adverbs to indicate degrees of possibility	To retrieve, record and present information from non-fiction
8	Persuasion	Brochures IT resources – websites (www.visitgreece.gr)	Link to Week 3 History – Ancient Greece Create a poster/ advertisement to encourage people to travel to Greece and a postcard to a friend from holiday	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	To 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
9	Argument / debate	View PM’s Question Time Link to Autobiography (Tony Blair preparation for PM’s Qs) “Are children spending too much time on-line?”	Quality written sentences including subject specific vocabulary and appropriate connectives	Using expanded noun phrases to convey complicated information concisely Sentence structure Connectives	To 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
10	Poetry Significant poem(s) Write poems that convey an image (simile, word play, rhyme and metaphor)	The Highwayman Aesop’s Fables	Study one of Aesop’s Fables Extract the story and characterisation Create a poem that re-tells the story using the appropriate vocabulary	Discuss metaphor, simile, analogy, imagery, style, effect	To 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

11	Imagery Similes, metaphors, alliteration, onomatopoeia	The Highwayman	Skill based week with focus on sentence structure – genre specific	Discuss metaphor, simile, analogy, imagery, style, effect	To provide reasoned justifications for their views
12	Instructions	Research into breads around the world and individual recipes and ingredients Link to DT / history work	Identify features of instructional texts/recipes Create own recipe, make the bread and evaluate Put into information leaflet format	Punctuating bullet points consistently	To plan their writing
13	Structure – paragraphing	A Christmas Carol- Charles Dickens (film extract)	View a scene from a film, taking notes on setting, action, characters/speech and create a storyboard with this information Then write the story	To plan, draft and evaluate Paragraphing (introductions and connectives)	To draft and write
14	Plays	Bill's New Frock – novel and play A Christmas Carol- Charles Dickens (book extract to set theme)	Revisit the storyboard to create a play script (including specific stage directions, including time appropriate language)	Consider different accounts of the same event (through differing genres)	To evaluate and edit
15	Biography	Short example biography (JK Rowling) for study Nelson Mandela timeline	Using given information, create biography on Nelson Mandela	Using brackets, dashes or commas to indicate parenthesis	To proof-read for spelling and punctuation errors

SPRING TERM

16	Story – mythical, legendary, historical	Various versions of the story of St George	Children re-tell, in detail	Using commas to clarify meaning or avoid ambiguity in writing	To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
17	Plays	A Midsummer Night's Dream –Shakespeare Text and film	Travelling theatre group workshops Developing characters through what they say Character analysis and portraits	Compare characters		
18	Story – mystery and suspense	The Eagle of the Ninth Rosemary Sutcliffe	Build a story over the week based on previous week's work and The Gone series – "Down in the woods"	Using hyphens to avoid ambiguity Sentence structure Connectives		To develop their understanding of the concepts (English Appendix 2)
19	Letters	Various examples Graffiti theme and Power Point	Study letter writing and persuasion Write to local MP about visit to Parliament	Paragraphing Vocabulary		To indicate grammatical and other features
20	Instructions	Stig of the Dump	How to look after a remnant of the Ice Age (e.g. Stig of the Dump, a mammoth, etc.)	Sentence structure Connectives		To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
21	Recounts Imagery, metaphors, similes, alliteration	Lewis Carroll - Jabberwocky Spike Milligan – On the Ning Nang Nong	Link to poem (journey) and legend of St George (week 16), create a recount of a mythological journey/quest	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		

22	Explanations	Websites Wolf Various non-chronological writing (including dictionary, thesaurus, glossary)	How a fossil is formed	Sentence structure Connectives	
23	Biography Sentence structure Connectives	Mary Anning – website	Recreate biography based on Power Point information Paragraphs, linking themes/connectives	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
24	Story – adventure Imagery, metaphors, similes, alliteration	Kensuke’s Kingdom	Characters / motives Speech and conversation	Consider different accounts of the same event Discuss viewpoints Using the perfect form of verbs to mark relationships of time and cause	
25	Argument	Kensuke’s Kingdom	Storyboards Re-writing Drafting, evaluating Review	Consider different accounts of the same event Discuss viewpoints Using the perfect form of verbs to mark relationships of time and cause	
26	Poetry Significant poem(s) Haiku Cinquain	Kensuke’s Kingdom	Description Setting	Discuss metaphor, simile, analogy, imagery, style, effect	

27	Journalistic	Kensuke's Kingdom Nagasaki, Hiroshima Accounts of the bombs	Drama and role play	Sentence structure Connectives Imagery, metaphors, similes, alliteration	
SUMMER TERM					
28	Story – inspired by reading across the curriculum	The Lion, the Witch and the Wardrobe	Finding a new world	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
29	Poetry Significant poem(s)	First World War poetry Wilfred Owen	Write own in response to theme	Discuss metaphor, simile, analogy, imagery, style, effect	
30	Recounts Diaries Letters	World War 2 theme linked to the Kindertransport	Write own in response to theme	To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
31	Recount of time at Croft		Personal recount Drafting over time	To provide reasoned justifications for their views	
32	Time to complete writing portfolio if needed		Assessment / moderation process		