

Year 6 English Map

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	<p>Focus texts:</p> <ul style="list-style-type: none"> • ‘Gone Away’ by Lou Kuenzler (L&L) • ‘Freedom 1783’ by Catherine Johnson 	<p>Focus texts:</p> <ul style="list-style-type: none"> • ‘Exotic Pets blog’ (L&L) • ‘Freedom 1783’ by Catherine Johnson 	<p>Focus texts:</p> <ul style="list-style-type: none"> • ‘Brashem’s Tortoise (L&L) by Susan Price • ‘Boy at the Back of the Class’ by Onjali Q.Rauf 	<p>Focus texts:</p> <ul style="list-style-type: none"> • Alexander Selkirk biography (L&L) • ‘Boy at the Back of the Class’ by Onjali Q.Rauf 	<p>Focus texts:</p> <ul style="list-style-type: none"> • ‘Goodnight Mr. Tom’ by Michelle Magorian • ‘Rabbit in Mixer Survives’ by Richard McGough (L&L) 	<p>Focus texts:</p> <ul style="list-style-type: none"> • ‘The Lion Above the Door’ by Onjali Q.Rauf (Year 6 to 7 transition book)
	<p>Reading Objectives</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension <i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes</i></p>	<p>Reading Objectives</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension <i>identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of</i></p>	<p>Reading Objectives</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to</i></p>	<p>Reading Objectives</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension <i>predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i></p>	<p>Reading Objectives</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion.</p>	<p>Reading Objectives</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension 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>

	<i>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</i>	<i>poetry by heart 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.</i>	<i>improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>	<i>identifying how language, structure and presentation contribute to meaning.</i>	Retrieve, record and present information from non-fiction.	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.
SPAG focus	<u>SPAG focus/Objectives</u> <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause</i>	<u>SPAG focus/Objectives</u> <i>using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i>	<u>SPAG focus/Objectives</u> <i>learning the grammar for years 5 and 6 in English Appendix 2. using commas to clarify meaning or avoid ambiguity in writing</i>	<u>SPAG focus/Objectives</u> <i>using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</i>	<u>SPAG focus/Objectives</u> <i>using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list</i>	<u>SPAG focus/Objectives</u>
Big Write and genre	<u>Genres/ Big Writes:</u> <ul style="list-style-type: none"> Flashback story Poetry (slavery) <p><u>*Extra topic-based big</u></p>	<u>Genres/ Big Writes:</u> <ul style="list-style-type: none"> Non-chronological on an African country Explanation text on the heart <p><u>Extra topic-based</u></p>	<u>Genres/ Big Writes:</u> <ul style="list-style-type: none"> Polar Adventure narrative Diary from Ahmet's POV <p><u>Extra topic-based</u></p>	<u>Genres/ Big Writes:</u> <ul style="list-style-type: none"> Biography Poetry about a polar creature <p><u>Extra topic-based big</u></p>	<u>Genres/ Big Writes:</u> <ul style="list-style-type: none"> Letter from evacuee Description of blitz setting <p><u>Extra topic-based big</u></p>	<u>Genres/ Big Writes:</u> <ul style="list-style-type: none"> Transition related <p><u>Extra topic-based big write in</u></p>

	<p><u>write in topic/RE/science book</u> Fact file on an African country</p>	<p><u>big write in topic/RE/science book</u> Explanation text on the heart</p>	<p><u>big write in topic/RE/science book</u> Charity pamphlet</p>	<p><u>write in topic/RE/science book</u> Blog about climate change</p>	<p><u>write in topic/RE/science book</u> Propaganda poster in art</p>	<p><u>topic/RE/science book</u> Transition related art</p>
	<p><u>Writing Objectives</u> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</i> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. 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><u>Writing Objectives</u> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</i> Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <i>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 and research where necessary</i></p>	<p><u>Writing Objectives</u> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</i> <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages</i></p>	<p><u>Writing Objectives</u> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</i> <i>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. using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. assessing the effectiveness of their own and others' writing</i></p>	<p><u>Writing Objectives</u> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</i> <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of 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.</i></p>	<p><u>Writing Objectives</u> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</i> Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

<p>Speaking and Listening objectives</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.</p>
<p>Class Author</p>	<p>Catherine Johnson 'Freedom 1783'</p>	<p>Malorie Blackman</p>	<p>Anthony Horowitz Groosham Grange</p>	<p>Onjali Q.Rauf 'Boy at the Back of the Class'</p>	<p>Emma Carroll</p>	<p>Katherine Rundell</p>