

Curricular Map for English – year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
7 weeks	8 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Biographies/ Autobiographies	'War Horse' cont.. <ul style="list-style-type: none"> - Report - Review - Comparison to film/play - N/F work on WW1 	Robinwood visit <ul style="list-style-type: none"> - Report - Leaflet/advert (persuasive) 	Poetry inspired by 'A Monster Calls' – W H Auden <ul style="list-style-type: none"> - Analysis - Comparison - Write a poem in the style of... 	SATs PREPARATION – SpaG -Comprehension work	'The Boy in the Striped Pyjamas' (John Boyne) cont...
'War Horse' (Michael Morpurgo) – novel as a theme <ul style="list-style-type: none"> - Diary - Letter - Narrative - Recount - Descriptive writing 	'The War Poets' (Wilfred Owen/ Siegfried Sassoon) <ul style="list-style-type: none"> - Analysis - Comparison - Historical context - Write a poem in the style of... 	'A Monster Calls' (Patrick Ness) - novel as a theme <ul style="list-style-type: none"> - Narrative - Recount - Descriptive writing - Report - Letter - Diary 	SATs PREPARATION – SpaG -Comprehension work	'The Boy in the Striped Pyjamas' (John Boyne) – novel as a theme <ul style="list-style-type: none"> -descriptive - diary - letter - newspaper report - narrative - book/ film comparison 	
	'A Christmas Carol' (Charles Dickens) – novel as a theme <ul style="list-style-type: none"> - Descriptive writing - Recount - Diary - Letter - Narrative 				

<p><u>Revision of Year 5</u> Year 5: Detail of content to be introduced (statutory requirement)</p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p><u>Text</u> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Terminology for pupils</u> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p><u>Year 6 coverage</u> Year 6: Detail of content to be introduced (statutory requirement)</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><u>Punctuation</u> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a</p>	<p><u>Spellings</u></p> <p>Statutory spelling list for years 5&6</p>	<p><u>Vocabulary</u></p> <p>For each shared class text – new vocabulary will be explored – build up class working wall displays, investigate meanings and use, impact on text, look for antonyms/ synonyms, build new sentences using words, look at word families.</p>
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	<p>list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p><u>Terminology for pupils</u> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>		
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Novels and Authors

Autumn	Spring	summer
'War Horse' Michael Morpugo	'A Monster Calls' Patrick Ness	'The boy in the Striped Pyjamas' John Boyne
'A Christmas carol' Charles Dickens		