



St. Veronica's RC Primary School

ENGLISH CURRICULUM MAP – YEAR 6



	Autumn 1 (7 weeks 3 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (6 weeks)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Cross-curricular theme	Survival	Britten's got talent	Heroes & Villains	Super Sleuth	Beside the Seaside	Seaside (continued)
Enrichments / visit, visitor author, poet	Video Clips	Video Clips	Video Clips	Video Clips – re enactment	Video Clips	Visit to Blackpool
Novel or collection of stories / end of day / link texts	Long Way Home - Michael Mopurgo	Who let the Gods out? - Maz Evans	Macbeth - Shakespeare Boy in the Girl's bathroom - Louis Sachar	Lamb to the Slaughter Roald Dahl	Titanic - Good night Mr Tom - Michelle Magorian	Giant's Necklace - Michael Mopurgo
Narrative Unit & Skills	Survival – adventure story – Narrative Diary Test week SPAG - Parenthesis, verbs, adverbs, tense, synonym, antonym, noun phrases ■ Drawing on similar writing models. ■ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs. ■ Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ■ Plan their writing by drawing on similar writing models, reading and research.	Britten's got Talent – Wizard of Oz Test week Spag - Nouns, verbs, determiners, preposition, subject, object, subjunctive form ■ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. ■ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>. ■ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Use devices to build cohesion. ■ Choose appropriate text-form and type for all writing.	Heroes and villains Persuasive Narrative Test Week Spag - Punctuation Active/Passive Formal/informal ■ Draw on similar writing models and reading. ■ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ■ Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g.	A detective Story Newspaper report Explanation Letter Test week Spag Punctuation Hyphens Assessments ■ Manipulate sentences to create particular effects. ■ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>. ■ Identify the subject and object of a sentence. ■ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken</i>. ■ Select the appropriate language and structures.	Beside the seaside Flashbacks Debate A discursive essay A formal debate Written response to the poem in another text type and form, e.g. <i>newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip</i> ■ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. ■ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>. ■ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.	I do like to be beside the seaside ■ A range of writing outcomes linked to the novel, e.g. <i>diary, letter, internal monologue, summary, prediction</i>. ■ Character description(s) written in the style of the author. A chapter for a novel. ■ An autobiography, written in role as a character: — A fictional person linked with the seaside, e.g. <i>pier show performer, Punch and Judy puppeteer, fairground ride inventor, ice-cream salesman, owner of a donkey ride company</i>. A character from the class novel. A poem based on a model.



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	- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. - Proofreading for grammatical, spelling and punctuation errors.	Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.	repeated use of 'and' to convey tedium, one word sentence. - Combine text-types to create hybrid texts e.g. persuasive speech. - Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.	- Draw on similar writing models, reading and research. - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> - Use devices to build cohesion between paragraphs in explanatory texts e.g. <i>similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> - Identify and use colons to introduce a list. - Selecting the appropriate language and structures. - Using devices to build cohesion. - Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative.	- Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. - Use ellipsis to link ideas between paragraphs. - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Proofread for grammatical, spelling and punctuation errors. - Investigate and collect a range of synonyms and antonyms e.g. <i>bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.</i> - Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> - Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. - Use active and passive voice to achieve intended effects.	- Identify audience and purpose. - Draw on similar writing models, reading and research. - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. - Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair."</i> - Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium; one word sentence.</i> - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors. - Manipulate sentences to create particular effects. - Make conscious choices about techniques to engage
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the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*

- Use devices to build cohesion.
- Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- Select the appropriate language and structures.
- Draw on similar writing models, reading and research.

Non-Fiction Unit & Skills	Biography Diary Narrative Character description ■ Manipulate sentences to create particular effects. ■ Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then.</i> ■ Plan their writing by drawing on similar writing models, reading and research. ■ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.	Narrative Review Summary Character description ■ Recognise authors' techniques to influence and manipulate the reader. ■ Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet. ■ Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these. ■ Scan for key information. ■ Skim for gist. ■ Use a combination of skimming, scanning and close reading across a text to locate specific detail. Make comparisons within and across texts.	Persuasive Narrative Non chron Explore and collect vocabulary typical of formal and informal speech and writing. ■ Identify audience and purpose. ■ Draw on research. ■ Select appropriate vocabulary and language effects for task, audience and purpose.	Newspaper Explanation Letter Evaluate and edit by: – Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofreading for grammatical, spelling and punctuation errors	Diary Letter Monologue Summary Prediction autobiography
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	■ Proofreading for grammatical, spelling and punctuation errors. ■ Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement.					
Poetry Unit & Skills (stand-alone poetry unit or integrated within above units)		Narrative poetry – Twas the night before Christmas ■ Choose appropriate text-form and type for all writing. ■ Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ■ Evaluate and improve performances of compositions focusing on: – Intonation and volume. – Gesture and movement. – Audience engagement.			■ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ■ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.	■ Explore texts in groups and deepening comprehension through discussion. ■ Explore new vocabulary in context. ■ Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these
Cross-curricular writing opportunities	Caritas – class rules RE	History – debate were all the Vikings ruthless?	R.E.	Explanation science	Geography – description of a coastal resort	Maths – leaflet / poster / advertising