

YEAR 6 ENGLISH CURRICULUM MAP

		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		
Writing Literary experience	Title	The Arrival	Windrush Child	The Promise		Can We Save The Tiger?	The Invention of Hugo Cabret	The Three Little Pigs	Suffragette	Rain Player	The Wind in The Wall	The Lighthouse	Holes	
	Genre	Graphic Novel	Contemporary Fiction	Picture Book		Non-Fiction	Fiction/Picture Book	Fiction	Graphic Novel	Fiction	Fiction	Fiction	Contemporary Fiction	
	Details	Migration	Historical	Power of Nature		Conservation	Novel	Humour	Illustrated History	Maya Culture	Picture Book	Digital	Adventure	
Main Outcome	Narrative	Persuasive	Sequel		Discussion	Narrative & Biography/Report	Discussion	Persuasive	Analysis	Narrative		Bespoke	Narrative	
	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely		Verb prefixes (for example, dis-, de-, mis-, over- and re-)	Relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, 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)	Using expanded noun phrases to convey complicated information concisely	Bespoke unit planned to provide any misconceptions, to provide any additional opportunities to rehearse key objectives and to close gaps. Planned in response to teacher assessment.		Using expanded noun phrases to convey complicated information concisely	
	Relative clauses beginning with who, which, where, 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)	Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)		Relative clauses beginning with who, which, where, 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)	How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)	Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	The difference between vocabulary typical of informal speech and structures appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in – enter)	Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Verb prefixes (for example, dis-, de-, mis-, over- and re-)			
	Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity		Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	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))	Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)	Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)	Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)	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))	Brackets, dashes or commas to indicate parenthesis		Relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun	
	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))	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)	How words are related by meaning as synonyms and antonyms (for example, big, large, little)		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)	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)	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)	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)	Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity		Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	
	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)	Use of the colon to introduce a list and use of semi-colons when lists	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining. I'm fed up)		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)	Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)	Brackets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis	Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)	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))	Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)		Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	
			Punctuation of bullet points to list information		Brackets, dashes or commas to indicate parenthesis	Punctuation of bullet points to list information	Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining. I'm fed up)	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)	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)		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)	
						Use of commas to clarify meaning or avoid ambiguity Use of commas to clarify meaning or avoid ambiguity	How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)	How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)	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))	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 semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining. I'm fed up)		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)	
	Grammar and punctuation													
Writing														
GP Retrieval	Standard English we were/ we was	Punctuating adverbials	Speech punctuation		Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Standard English them/those	Synonyms and antonyms	Relative clauses	Standard English we were/ we was	Brackets, dashes or commas to indicate parenthesis	Use of the passive (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me))		Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)	How hyphens can be used to avoid ambiguity
	Suffixes beginning with vowels	Spelling list double consonants	Spelling list tion/sion		ent/nc/ency	100 word challenge 3/4 spellings	100 word challenge 3/4 spellings	100 word challenge 5/6 spellings	100 word challenge 5/6 spellings	Targeted revision after assessment		Targeted revision after assessment		
	Mnemonic check in	lble/able	Sure/ture		Adding vowel suffixes to words ending in _fer	100 word challenge 3/4 spellings	100 word challenge 3/4 spellings	100 word challenge 5/6 spellings	100 word challenge 5/6 spellings	Targeted revision after assessment		Targeted revision after assessment		
	Prefix and suffix revision	7 letter words	Ant/ancel/ancy		7 letter words	100 word challenge 3/4 spellings	7 letter words	100 word challenge 5/6 spellings	7 letter words	Targeted revision after assessment	7 letter words	Targeted revision after assessment	7 letter words	
Spelling Retrieval	Spelling list double cons	Homophones	Spelling list prefix		I before e and exceptions	Silent letters Y3/4	Homophones	Spelling list suffix	Silent letters Y5/6	Targeted revision after assessment	Homophones	Targeted revision after assessment	Hyphenated words	
Reading Literary experience	Title	On The Move	Fly Me Home		Beetle Boy	The Invention Of Hugo Cabret	Malala	Caged Bird	Poetry For Kids	Grimm Tales For Young and Old	The Explorer	Holes		
	Genre	poetry	Contemporary fiction		Contemporary fiction	Fiction/picture book	True story	Poetry	Poetry	Old tales	Fiction	Contemporary Fiction		
	Details	migration	Family, belonging		Novel	Novel	Illustrated adaptation of memoir	Human rights	Shakespeare's poetry	compilation	adventure	Adventure		
Reading	Reading learning	Inference language	Themes in a text inference		Plot	Plot	Knowledge inference	Language fluency	language vocabulary	Conventions of trad. Tales vocabulary	Themes inference	Plot inference		

Oracy	Voice 21/Anthem	Embedding class discussion guidelines and routines.		Stage presence	Idioms and expressions	Spontaneously respond	Humour	Consciously adapt tone	Vary sentence structure	Sophisticated sentence stems	Read the room	Speak in front of audience	Construct argument
Handwriting		Year 5 revision	Tricky joins (from AfL)	Increasing speed	Break letters	Increasing speed	Tricky joins (from AfL)	Increasing speed	Increasing speed	Tricky joins (from AfL)	Increasing speed	Increasing speed	Tricky joins (from AfL)