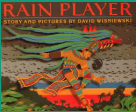


Pickhurst - Year 6 English Curriculum Map

YEAR 6 Autumn 1 Curse of the Maya / Rain Player 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning 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	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	Inference focus: Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They can independently draw evidence from more than one place across a text.	Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on	Explain focus: 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.	Retrieval focus: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus: To draw out key information and to summarise the main ideas in a text..
Speaking and Listening	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Autumn 1 - Curse of the Maya / Rain Player 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Modal Verbs, Subjunctive Mood Organising ideas into headings	Noun phrases, verbs choices Direct speech	Relative Clauses	Parenthesis	Fronted adverbials (time, place and manner)	Verb tenses (including simple, progressive and perfect)
Spelling Focus:	Cious / tious word endings (suffixes)	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Adjectives ending in -ant into nouns ending in -ance/-ancy	Adjectives ending in -ent into nouns ending in -ence/-ency	Words ending in -able	Words ending in -ible
Writing Outcomes	Instruction writing	Diary entry Setting descriptions	Character description	Non-chronological report	Writing narrative adaptation of the story (plan and begin writing)	Writing narrative adaptation of the story (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- Plan their writing by:
- noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by:
- 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
- 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]
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Autumn 2 - The Explorer 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning 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	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	Inference focus: To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on	Explain focus: 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.	Retrieval focus: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus: Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Speaking and Listening	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Autumn 2 - The Explorer 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Types of sentences: including compound, complex and simple Review conjunctions	Semicolons to separate clauses Commas to remove ambiguity	Direct speech – punctuation; using for purpose to show character Review using adverbials to engage reader	Formal and informal language	Features of a non-fiction text to entertain Active and passive voices	Active and passive voices Organising ideas into headings and subheadings, colons – connectives to link
Spelling Focus:	Words ending in -ably	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro or mini-	Adding suffixes beginning with vowel letters to words ending in -fer	Review week	Words ending in -ably
Writing Outcomes	Persuasive / information text	Letter writing Setting descriptions	Writing next chapter of the story (plan and begin writing)	Writing next chapter of the story (re-draft, edit and publish)	Newspaper report (plan and begin writing)	Newspaper report (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- Plan their writing by:
- noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by:
- 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
- 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]
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Spring 1 – The Adventures of Odysseus 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning 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	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	Inference focus: Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They can independently draw evidence from more than one place across a text.	Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on	Explain focus: 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.	Retrieval focus: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus: To draw out key information and to summarise the main ideas in a text..
Speaking and Listening	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication

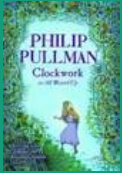
Pickhurst - Year 6 English Curriculum Map

YEAR 6 Spring 1 – The Adventures of Odysseus 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Review adverbials / prepositional phrases	Review verb tenses (including progressive, perfect and perfect continuous) Relative clauses	Formal and informal language Review parenthesis Hyphens	Formal and informal language Reported speech	Review various sentence structures – including semicolons to separate compound sentences Commas to separate phrases	Hyphens Apostrophes for possession and omission
Spelling Focus:	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Hyphens: To join compound adjectives to avoid ambiguity
Writing Outcomes	Setting description Information posters	Debate / speeches	Diary entry / letters	Report writing	Writing narrative own Greek Myth (plan and begin writing)	Writing narrative own Greek Myth (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- 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
- in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- assessing the effectiveness of their own and others' writing

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Spring 2 - Clockwork 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning 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	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	Inference focus: To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on	Explain focus: 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.	Retrieval focus: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus: Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Speaking and Listening	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Spring 2 - Clockwork 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Using verb choices for purpose Review synonyms and antonyms	Direct speech – punctuation; using for purpose to show character	Using a range of sentence starters	Organising ideas into headings and subheadings	Building cohesion across paragraphs	Building cohesion across paragraphs
Spelling Focus:	Words with silent letters	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Words with endings which sound like /shuhl/ after a vowel letter	Words with endings which sound like /shuhl/ after a consonant letter	Statutory Spelling Challenge Words
Writing Outcomes	Setting description Poetry	Characterisation	Writing in role	Debate	Writing ghost story (plan and begin writing)	Writing ghost story (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- Plan writing by:
- noting and developing initial ideas, drawing on reading and research where necessary considering how authors have developed characters and settings in what pupils have read.
- Draft and write by:
- 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 using a wide range of devices to build cohesion within and across paragraphs.
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register – proof-read for spelling and punctuation errors.

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Summer 1 - Goodnight Mister Tom / The Lion and the Unicorn 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning 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	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	Inference focus: Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They can independently draw evidence from more than one place across a text.	Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on	Explain focus: 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.	Retrieval focus: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus: To draw out key information and to summarise the main ideas in a text.
Speaking and Listening	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Summer 1 - Goodnight Mister Tom / The Lion and the Unicorn 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Organising ideas into headings (non-fiction) Using prepositional phrases	Formal and informal language	Using commas to introduce a list Semicolon to separate items within a list	Using devices to engage reader: review sentence types: question, statement, exclamation, command	Using direct speech to show character dialect and personality	Use complex and compound sentences with conjunctions; semicolons and commas to separate clauses / phrases
Spelling Focus:	Suffixes ending cious / tious	Suffixes ending tial / cial	Suffixes ending ant / ent	Suffixes ending ancy / ency	Suffixes ending able / ible	Suffixes ending ably / ably
Writing Outcomes	Characterisation Describing setting	Poetry Letter	Instruction writing Propaganda poster	Speech	Writing own chapter within book (plan and begin writing)	Writing own chapter within book: (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form
- Note and develop initial ideas, drawing on reading
- Draft and write by selecting appropriate grammar and vocabulary
- In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action
- Use a range of devices to build cohesion within and across paragraphs
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Summer 2 – The Rabbits / Where the World Turns Wild 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning 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	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	Inference focus: Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They can independently draw evidence from more than one place across a text.	Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on	Explain focus: 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.	Retrieval focus: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus: To draw out key information and to summarise the main ideas in a text..
Speaking and Listening	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication

Pickhurst - Year 6 English Curriculum Map

YEAR 6 Summer 2 – The Rabbits / Where the World Turns Wild 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Using noun phrases to add additional information and build cohesion Prepositional phrases	Parenthesis Relative clauses	Organising ideas into headings and subheadings Passive voice	Using semicolons to separate items within a list	Review of taught punctuation: colon, semicolon, apostrophe, dash, hyphen, comma, inverted commas	Review building complex and compound sentences with conjunctions; semicolons and commas to separate clauses / phrases
Spelling Focus:	Words with silent letters	Homophones and near-homophones	Homophones and near-homophones	Homophones and near-homophones	Homophones and near-homophones	Review / consolidation
Writing Outcomes	Characterisation Persuasive writing	Letter writing Poetry	Debate / Argument	Non-chronological report	Writing own non-fiction narrative: New World (plan and begin writing)	Writing own non-fiction narrative: New World (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- 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
- in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- assessing the effectiveness of their own and others' writing

Pickhurst - Year 6 English Curriculum Map

National Curriculum Links:

En6/1 Spoken Language

- En6/1a listen and respond appropriately to adults and their peers
- En6/1b ask relevant questions to extend their understanding and knowledge
- En6/1c use relevant strategies to build their vocabulary
- En6/1d articulate and justify answers, arguments and opinions
- En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En6/1h speak audibly and fluently with an increasing command of Standard English
- En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En6/1j gain, maintain and monitor the interest of the listener(s)
- En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En6/1l select and use appropriate registers for effective communication

Reading

En6/2.1 Word Reading

En6/2.1a 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.

En6/2.2 Comprehension

- En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:
- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. 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
- iv. recommending books that they have read to their peers, giving reasons for their choices
- v. identifying and discussing themes and conventions in and across a wide range of writing
- vi. making comparisons within and across books
- vii. learning a wider range of poetry by heart
- viii. 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

En6/2.2b understand what they read by

- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ii. asking questions to improve their understanding
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- vi. identifying how language, structure and presentation contribute to meaning

En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En6/2.2d distinguish between statements of fact and opinion

En6/2.2e retrieve, record and present information from non-fiction

En6/2.2f 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

En6/2.2g 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

En6/2.2h provide reasoned justifications for their views.

Writing

En6/3.1 Spelling

- En6/3.1a use further prefixes and suffixes and understand the guidance for adding them
- En6/3.1b [spell some words with 'silent' letters](#)
- En6/3.1c continue to distinguish between homophones and other words which are often confused
- En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#)
- En6/3.1e use dictionaries to check the spelling and meaning of words

Pickhurst - Year 6 English Curriculum Map

En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

En6/3.1g use a thesaurus

En6/3.2 Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

En6/3.2b choosing the writing implement that is best suited for a task

En6/3.3 Composition

En6/3.3a Plan their writing by:

- 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
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

En6/3.3b Draft and write by:

- 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
- precising longer passages
- 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

En6/3.3c Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- 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

En6/3.3d proofread for spelling and punctuation errors

En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

En6/3.4 Vocabulary, grammar & punctuation

En6/3.4a develop their understanding of the concepts set out in [Appendix 2](#) by:

- 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
- 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 (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in [Appendix 2](#)

En6/3.4b indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

En6/3.4c use and understand the grammatical terminology in [Appendix 2](#) accurately and appropriately in discussing their writing and reading.

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
Text	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 <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a 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, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points