

Year 6 English Map



Text-types covered in Year 6 English lessons: contemporary and classic narratives, journalistic writing (recount), poetry – classic, free verse, performance - , letters and correspondence, monologues, play scripts, discussion texts, non-chronological reports, fantasy narratives, discussion texts

Objectives which must be promoted/taught throughout the year:

Spoken Language (Years 1-6)

Pupils should be taught to:

- listen and respond appropriately to adults and their 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

Reading - Comprehension

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- **6.2.a.1 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- 6.2.a.2 reading books that are structured in different ways and reading for a range of purposes
- 6.2.b.1 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

Understand what they read by:

- 6.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices
- 6.2.j.2 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

Writing - Transcription

- 6.1.d.1 Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- 6.1.d.2 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1	<p>6.1.a.1 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>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Adding suffixes beginning with vowel letters to words ending in –fer Endings which sound like /jə/</p>	<p>6.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>6.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 6.2.e.2 Understand what they read by: asking questions to improve their understanding 6.2.f.1 Understand what they read by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence</p>	<p>6.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them 6.1.a.3 Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.</p>	<p>6.2.a.1 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</p> <p>6.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 6.2.c.2 Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning 6.2.c.4 Proof-read for spelling and punctuation errors</p>	<p>6.3.a.2 Using expanded noun phrases to convey complicated information concisely</p> <p>6.3.b.2 Using model verbs or adverbs to indicate degrees of possibility (appendix 2).</p> <p>6.3.a.1 Use a thesaurus 6.3.a.3 Converting nouns or adjectives into verbs using suffixes: e.g. –ate; -ise; -ify</p>
Autumn 2	<p>6.1.a.1 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>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p>Use of the hyphen Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>6.2.f.1 Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>6.2.j.4 Provide reasoned justifications for their views</p> <p>6.2.e.3 Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>6.2.c.1 Learning a wider range of poetry by heart 6.2.c.2 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</p>	<p>6.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>6.1.a.3 Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.</p>	<p>6.2.a.2 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 6.2.b.3 Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 6.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others’ writing 6.2.c.2 Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning 6.2.c.5 Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>6.3.c.1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses 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</p> <p>6.3.a.1 Use a thesaurus 6.3.b.2 Using model verbs or adverbs to indicate degrees of possibility</p>

	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1	<p>6.1.a.1 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>Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Endings which sound like /jəs/ spelt -cious or -tious</p>	<p>6.2.e.3 Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 6.2.j.3 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 6.2.b.2 Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>6.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books 6.2.i.1 Distinguish between statements of fact and opinion</p>	<p>6.1.b.2 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>6.2.a.2 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 6.2.b.3 Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 6.2.b.1 Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary 6.2.b.2 Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</p>	<p>6.3.b.5 Devices to build cohesion, including adverbials of time, place and number 6.3.b.1 Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2) 6.3.a.4 Verb prefixes: e.g. dis-, de-, mis-, over-, re-</p>
Spring 2	<p>6.1.a.1 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>Homophones and other words that are often confused</p>	<p>6.2.g.1 Predicting what might happen from details stated and implied</p> <p>6.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 6.2.h.2 Identifying how language, structure and presentation contribute to meaning 6.2.a.3 Making comparisons within and across books 6.2.e.1 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>6.1.a.1 Spell some words with 'silent' letters: e.g. knight, psalm, solemn</p> <p>6.1.a.2 Continue to distinguish between homophones and other words which are often confused</p>	<p>6.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 6.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing 6.2.c.3 Evaluate and edit by: ensuring the consistent and correct use of throughout a piece of writing 6.2.c.4 Proof-read for spelling and punctuation errors</p>	<p>6.3.c.1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses 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 6.3.a.2 Using expanded noun phrases to convey complicated information concisely 6.3.a.3 Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -ify</p>

	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 1	Revision	<p>6.2.g.1 Predicting what might happen from details stated and implied</p> <p>6.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>6.2.h.2 Identifying how language, structure and presentation contribute to meaning</p> <p>6.2.i.2 Retrieve, record and present information from non-fiction</p> <p>6.2.e.3 Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	Revision	<p>6.2.b.1 Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>6.2.b.2 Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</p> <p>6.2.b.6 Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>6.2.c.3 Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>6.3.b.5 Devices to build cohesion, including adverbials of time, place and number</p> <p>6.3.a.4 Verb prefixes: e.g. dis-, de-, mis-, over-, re-</p> <p>6.3.b.3: Using the perfect form of verbs to mark relationships of time and cause (appendix 2)</p>
Summer 2	Revision	<p>6.2.i.1 Distinguish between statements of fact and opinion</p> <p>6.2.i.2 Retrieve, record and present information from non-fiction</p> <p>6.2.c.1 Learning a wider range of poetry by heart</p> <p>6.2.c.2 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</p>		<p>6.2.b.5 Draft and write by: précis longer passages</p> <p>6.2.b.6 Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>6.2.c.4 Proof-read for spelling and punctuation errors</p> <p>6.2.c.5 Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>6.2.d.1 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <i>Can also use WC assemblies as a method of assessment.</i></p>	<p>6.3.b.1 Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2)</p> <p>6.3.c.1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses 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</p>