



Year 6 English Map 2023-24

Objectives typed in blue are the key performance indicators (KPIs).

Objectives which must be promoted/taught throughout the year:
Spoken Language (Years 1-6)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 - Decoding
<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills as the route to decode words ▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried) ▪ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ Re-read these books to build up their fluency and confidence in word reading
Reading - Comprehension
<ul style="list-style-type: none"> ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ Participate in discussion about what is read to them, taking turns and listening to what others say
Writing - Transcription
<ul style="list-style-type: none"> ▪ Spell words containing each of the 40+ phonemes already taught ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (RWI – hold a sentence)

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> Two Big Write pieces. Writing a biography for one of the following people: Ade Adepitan, Lewis Hamilton or Zola Budd. Match reports Debate 	<ul style="list-style-type: none"> Researching, presenting and holding a debate then writing up the balanced argument. For example, which sport is best? Should footballers be paid the salary they get? Should there be a difference in the amount male and female sports stars earn? 	<ul style="list-style-type: none"> 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: Homophones and other words that are often confused 	<ul style="list-style-type: none"> Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 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 Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Spell some words with 'silent' letters: e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> 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 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: assessing the effectiveness of their own and others' writing Evaluate and edit by: ensuring the consistent and correct use of throughout a piece of writing Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> 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 Using expanded noun phrases to convey complicated information concisely Converting nouns or adjectives into verbs using suffixes: e.g. – ate; -ise; -ify
Year group non-negotiables to be taught through every lesson							
Spoken language	Pupils should be taught to: <ul style="list-style-type: none"> 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 						