

Year 6 (2024-2025) – English Curriculum Map

Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: 'How to be an awesome Primley Pupil' Purpose: To inform Audience: Children and Parents at Primley Wood Form: Instructions</p> <p>Goodnight Mr. Tom – Michelle Magorian Form: Setting Description Purpose: To entertain and inform Audience: Children who are learning about the War or want to understand how it affected people</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To analyse an author's language choices. To analyse how an author has constructed a text. To identify synonyms and antonyms To use synonyms and antonyms effectively (to strengthen intended impact). To select appropriate grammar and vocabulary (understanding how such choices can change and enhance meaning). Use relative Clauses to add detail and description <p>Goodnight Mr. Tom – Michelle Magorian Form: Third person narrative / character description Purpose: To entertain Audience: People who enjoy stories written by Michelle Magorian,</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To analyse how an author has developed characters and settings. To analyse an author's language choices. To analyse how an author has constructed a text. To create and use expanded noun phrases to convey complicated 	<p>Wonder – RJ Palacio Form: Newspaper Article Purpose: To inform Audience: People who want to know about recent events, people who enjoyed the book.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To analyse an author's language choices. To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately) – Y4 Recap Use parenthesis to describe and specify – link to embedded clauses To identify independent and subordinate clauses. To mark boundaries between independent clauses. (using semi-colons, colons or dashes) To identify relative clauses. (beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.) – Y5 Recap <p>To use and apply relative clauses. – Y5 Recap</p> <p>Wonder – RJ Palacio Form: A Narrative (story starter) Purpose: To entertain Audience: Readers of the Book Wonder – children who are 9-13 Years old</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use paragraphs for impact and effect (e.g. e.g. dramatic effect, length of paragraph, pace of change) To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of 	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Literacy Shed Video to recount Purpose: To entertain Audience: People who enjoy mystery stories. Form: A narrative (dramatic scene / opening of a narrative).</p> <p>The Girl of Ink and Stars – Kiran Millwood-Hargrave Form: A formal letter Purpose: To persuade and inform Audience:</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To link ideas across paragraphs (e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.) To identify the subject, object and action within a sentence. To recognise and identify when the active and passive voice has been used. To use and apply the active and passive voice effectively. To correctly list information when using bullet points To identify parenthesis. – Y5 Recap To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas) – Y5 Recap Use commas to clarify meaning and avoid ambiguity Use a range of conjunctions to extend sentences formally 	<p>The Girl of Ink and Stars – Kiran Millwood-Hargrave Purpose: to entertain and inform Audience: a friend or peer Form: An informal letter.</p> <ul style="list-style-type: none"> To create and accurately punctuate fronted adverbials and fronted adverbials phrases. (use commas to separate them from the rest of the sentence.) – Y4 Recap <p>To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) – Y5 Recap</p> <p>Recap the perfect form of verbs have been used to mark relationships of time and cause.</p> <p>To link ideas across paragraphs (e.g. repetition of a word or phrase, grammatical connections</p> <p>The Girl of Ink and Stars – Kiran Millwood-Hargrave Purpose: To persuade Audience: a person who can change something Form: An formal letter Form: A balanced argument.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify modal verbs, (e.g. might, should, will, must) To use modal verbs to indicate degrees of possibility. To identify adverbs. (e.g. perhaps, surely) – Y5 Recap To use adverbs to indicate degrees of possibility. – Y5 Recap 	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Fairy Tale Story Opening Purpose: To entertain Audience: People who enjoy Fairy Tales Form: A narrative (dramatic scene / opening of a narrative).</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use paragraphs for impact and effect (e.g. e.g. dramatic effect, length of paragraph, pace of change) To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of question tags; He's your friend, isn't he?) To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register) To use sentence structure and punctuation to contribute to pacing To use prepositional phrase and adverbials to add depth and description <p>Holes – Louis Sachar Form: A narrative Purpose: To entertain Audience: readers of children's fiction, people who enjoy Louis Sachar's writing</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To create and accurately punctuate fronted adverbials and fronted adverbials phrases. (use commas to separate them from the rest of the sentence.) – Y4 Recap To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, 	<p>Roofoppers – Katherine Rundell Purpose: To entertain. Audience: People who enjoy stories written about young protagonists and journey stories Form: A first person narrative.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To convert nouns or adjectives into verbs using suffixes. (suffixes -ate, -ise, -ify) To use verb prefixes. (dis-, de-, mis-, re-, over-, un-, out-) To use paragraphs for impact and effect (e.g. e.g. dramatic effect, length of paragraph, pace of change) To integrate dialogue into narratives to convey character. (more subtle examples through show not tell) To integrate dialogue to advance the action To describe settings, characters and atmosphere with effective language choices. – Y5 Recap <p>Free-verse Poems or rap/song verse Purpose: To entertain. Audience: Pupils and parents attending the Year 6 graduation ceremony. Form: A freestyle rap or free-verse poem.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use synonyms and antonyms effectively (to strengthen intended impact. e.g. the specific description used to convey character). To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of

	<p>information concisely. – Y5 Recap</p> <ul style="list-style-type: none"> To describe settings, characters and atmosphere with effective language choices. – Y5 Recap To apply the rules associated with direct speech. (split speech) To integrate dialogue into narratives to convey character. (more subtle examples through show not tell) To integrate dialogue to advance the action. 	<p>question tags; He's your friend, isn't he?</p> <ul style="list-style-type: none"> Including accurate speech punctuation To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register) To organise work into paragraphs based on setting, character, time and topic <p>Wonder – RJ Palacio Form: A formal Letter Purpose: To inform and persuade Audience: Teachers in the book Wonder</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use synonyms and antonyms effectively (to strengthen intended impact, e.g. the specific description used to convey character). To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of question tags; He's your friend, isn't he?) To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register) 		<ul style="list-style-type: none"> To use a colon to introduce a list. (a simple list where items are separated by commas) To use semi-colons within lists. (a complex list sentence where more detail is provided about each item) To create complex list sentences. (using colons and semi-colons) To précis longer passages. <p>The Girl of Ink and Stars – Kiran Millwood-Hargrave Form: A first person narrative. Purpose: To entertain. Audience:</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To convert nouns or adjectives into verbs using suffixes. (suffixes - ate, -ise, -ify) To use verb prefixes. (dis-, de-, mis-, re-, over-, un-, out-) To use paragraphs for impact and effect (e.g. e.g. dramatic effect, length of paragraph, pace of change) To integrate dialogue into narratives to convey character. (more subtle examples through show not tell) To integrate dialogue to advance the action. To describe settings, characters and atmosphere with effective language choices. – Y5 Recap 	<p>conjunctions, prepositions, and pronouns) – Y5 Recap</p> <ul style="list-style-type: none"> To identify when the perfect form of verbs have been used to mark relationships of time and cause. To link ideas across paragraphs (e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.) <p>Holes – Louis Sachar Form: Non-Chronological Report Purpose: To inform and explain. Audience: New inmates at Camp Green Lake</p> <ul style="list-style-type: none"> To recognise and identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of question tags; He's your friend, isn't he?) To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register) To use prepositional phrase and adverbials to add depth and description To recognise and identify the subjunctive form. (if I were or were they to come) To use and apply the subjunctive form. To identify when commas have been used to clarify meaning or avoid ambiguity. To use commas to clarify meaning or avoid ambiguity. To identify when hyphens have been used to avoid ambiguity. To use hyphens to avoid ambiguity. 	<p>question tags; He's your friend, isn't he?)</p> <ul style="list-style-type: none"> To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register) <p>Freestyle Raps and Free-verse Poems Purpose: To entertain. Audience: Pupils and parents attending the Year 6 graduation ceremony. Form: A freestyle rap or free-verse poem.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use synonyms and antonyms effectively (to strengthen intended impact, e.g. the specific description used to convey character). To identify the differences between informal and formal speech / writing (colloquial expressions, long coordinated sentences, including the use of question tags; He's your friend, isn't he?) To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. (choosing the appropriate register)
Reading	Book Talk: Goodnight Mr. Tom – Michelle Magorian	Book Talk: Wonder – RJ Palacio	Book Talk: The Girl of Ink and Stars – Kiran Millwood-Hargrave	Book Talk: The Girl of Ink and Stars – Kiran Millwood-Hargrave	Book Talk: Holes – Louis Sachar	Book Talk: Rooftoppers – Katherine Rundell

	Teacher Read Class Stories: TBC Science Texts:	Teacher Read Class Stories: TBC Science Texts:	Teacher Read Class Stories: TBC Science Texts:	Teacher Read Class Stories: TBC Science Texts:	Teacher Read Class Stories: TBC Science Texts:	Teacher Read Class Stories: TBC
Spelling Rules	1.Challenge Words. 2.Challenge Words. 3.Challenge Words. 4.Challenge Words. 5.Challenge Words. 6.Challenge Words. 7.Challenge Words.	8.Challenge Words. 9.Challenge Words. 10.Challenge Words. 11.Spelling Rules: Words with the short vowel sound /i/ spelled y. 12.Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 13.Spelling Rules: Adding the prefix '-over' to verbs.	14.Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' 15.Spelling Rules: Words which can be nouns and verbs. 16.Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' 17.Spelling Rules: Words with a 'soft c' spelled /ce/. 18.Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	19.Spelling Rules: Words with the /f/ sound spelled ph. 20.Spelling Rules: Words with origins in other countries. 21.Spelling Rules: Words with unstressed vowel sounds. 22.Spelling Rules: Words with endings /shuhl/ after a vowel letter. 23.Spelling Rules: Words with endings /shuhl/ after a consonant letter.	24.Spelling Rules: Words with the common letter string 'acc' at the beginning of words. 25.Spelling Rules: Words ending in '-ably.' 26.Spelling Rules: Words ending in '-ible' 27.Spelling Rules: Adding the suffix '-ibly' to create an adverb. 28.Spelling Rules: Changing '-ent' to '-ence.'	29.Spelling Rules: -er, -or, -ar at the end of words. 30.Spelling Rules: Adverbs synonymous with determination. 31.Spelling Rules: Adjectives to describe settings. 32.Spelling Rules: Vocabulary to describe feelings. 33.Spelling Rules: Adjectives to describe character. 34.Grammar Vocabulary. 35.Grammar Vocabulary.