

Year 6 - English Curriculum Map 2022/23

| <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
|---|---|--|--|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>How did the Victorian period shape childhood today? Cross curricular History</p> <p>Whole school performance poetry week The Power of Imagery- Poetry</p> | <p>What are the impacts of Climate Change? Cross curricular Geography</p> <p>How did the Victorian period shape childhood today? Cross curricular History</p> | <p>Why should the world be ashamed of slavery? Cross curricular History</p> | <p>Why should the world be ashamed of slavery? Cross curricular History</p> <p>Whole School Big Write/Book Week</p> <p>Film Narrative - Francis</p> | <p>Whole School Big Write</p> <p>Poetry – Variety</p> <p>Transition - Confidence</p> | <p>Microorganisms What is living on your body? Cross curricular Science</p> <p>Formal Writing for scientific experiments Cross curricular Science</p> |
| <p>Texts</p> <p><i>Street Child</i> (Berlie Doherty)</p> <p>Variety of poems</p> | <p>Texts</p> <p><i>The Strange Case of Dr Jekyll and Mr Hyde</i> Graphic Novel</p> <p>Information texts linked to Climate Change</p> | <p>Texts</p> <p><i>Kidnapped Prince</i> Olaudah Equiano</p> | <p>Texts</p> <p><i>Kidnapped Prince</i> Olaudah Equiano</p> | <p>Texts</p> <p><i>Willy the Wimp</i> Anthony Browne</p> <p>Range of classic poems</p> | <p>Texts</p> <p>Information texts linked to Microorganisms</p> <p><i>Mr Men and Little Miss Books</i></p> |
| <p>Class readers</p> <p><i>You Wouldn't Want to Be a Victorian Miner!</i> John Malam & David</p> | <p>Class readers</p> <p><i>Gaslight</i> Eloise Williams Chapter book</p> | <p>Class readers</p> <p><i>Freedom</i> Catherine Jackson</p> | <p>Class readers</p> <p><i>Freedom</i> Catherine Jackson</p> | <p>Class readers</p> <p>Holes Louis Sachar</p> | <p>Class readers</p> <p>The Arrival Shaun Tan</p> |

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| <p align="center">Antram Information book</p> <p>*highlighted words: books taken from the reading spine.</p> | | | | | |
| <p>Writing Genres:</p> <p>Biography Descriptive writing Character Description Diary</p> | <p>Writing Genres:</p> <p>Non- Chronological Report Narrative including dialogue</p> | <p>Writing Genres:</p> <p>Diary Letter Persuasive Speeches Balanced argument</p> | <p>Writing Genres:</p> <p>Writing linked to Book Week Narrative Persuasive Letter Explanation Leaflet</p> | <p>Writing Genres:</p> <p>Character Descriptive Writing Persuasive Instructions Poetry</p> | <p>Writing Genres:</p> <p>Non-chronological Report Fact file Narrative</p> |
| <p>Grammar Focus: Revisit different types of nouns, adjectives, verbs, prepositions and determiners.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: (e.g. the use of adverbials) and ellipsis.</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists.</p> | <p>Grammar Focus: Recognising vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text.</p> <p>Punctuation of bullet points to list information.</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> | <p>Grammar Focus: Use the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> | <p>Grammar Focus: Use of subjunctive forms in very formal writing and speech.</p> <p>How hyphens can be used to avoid ambiguity.</p> <p>Revision of all areas of grammar as set out in Writing Progression Overview. Nouns, Pronouns, Adjectives. Verbs, Adverbs, Fronted Adverbials, Modal Verbs. Prepositions, Determiners. Different types of sentences. Inverted Commas, Apostrophes. Clauses: subordinate & main, Conjunctions.</p> | <p>Grammar Focus: Revision of all areas of grammar as set out in Writing Progression Overview. Subject, object, tense agreement. Colons, Semi-Colons, Dashes, Hyphens, Bullet Points. Verbs – Active, Passive, Progressive, Subjunctive Form.</p> | <p>Grammar Focus: Revision of all areas of grammar as set out in Writing Progression Overview.</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> |
| <p>Spelling Focus: Year 5/6 Statutory spellings</p> | <p>Spelling Focus: Words with ambitious</p> | <p>Spelling Focus: Words ending in -able Words ending in -able</p> | <p>Spelling Focus: Creating diminutives using prefixes micro- or</p> | <p>Spelling Focus: Spelling rules we feel need to be revised.</p> | <p>Spelling Focus: Year 5/6 Statutory spellings</p> |

