

Year 6 - English Curriculum Map 2025/26

<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How did the Victorian period shape childhood today? Cross curricular History Narrative Poetry Whole school performance poetry	What are the impacts of Climate Change? Cross curricular Geography How did the Victorian period shape childhood today? Cross curricular History	Why should the world be ashamed of slavery? Cross curricular History	Why should the world be ashamed of slavery? Cross curricular History <i>Whole School Big Write/Book Week</i> Film Narrative - Francis	<i>Whole School Big Write</i> Poetry – Variety Transition - Confidence	Microorganisms What is living on your body? Cross curricular Science Formal Writing for scientific experiments Cross curricular Science
Texts <i>Street Child</i> (Berlie Doherty) Variety of poems	Texts <i>The Strange Case of Dr Jekyll and Mr Hyde</i> Graphic Novel Dr Seuss	Texts <i>Kidnapped Prince</i> Olaudah Equiano	Texts <i>Kidnapped Prince</i> Olaudah Equiano	Texts <i>Willy the Wimp</i> Anthony Browne Range of classic poems	Texts Information texts linked to Microorganisms <i>Mr Men and Little Miss Books</i>
Class readers <i>The Final Year</i> (Matt Goodfellow) Information book	Class readers <i>Skellig</i> David Almond	Class readers <i>Freedom</i> Catherine Jackson	Class readers <i>Freedom</i> Catherine Jackson	Class readers Holes Louis Sachar	Class readers The Arrival Shaun Tan
*highlighted words: books					

taken from the reading spine.					
Writing Genres: Biography Descriptive writing Character Description Diary	Writing Genres: Non- Chronological Report Narrative including dialogue	Writing Genres: Diary Letter Persuasive Speeches Balanced argument	Writing Genres: Writing linked to Book Week Narrative Persuasive Letter Explanation Leaflet	Writing Genres: Character Descriptive Writing Persuasive Instructions Poetry	Writing Genres: Non-chronological Report Fact file Narrative
Grammar Focus: Revisit different types of nouns, adjectives, verbs, prepositions and determiners. Linking ideas across paragraphs using a wider range of cohesive devices: (e.g. the use of adverbials) and ellipsis. Use of the colon to introduce a list and use of the semi-colon within lists.	Grammar Focus: Recognising vocabulary and structures that are appropriate for formal speech and writing. Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text. Punctuation of bullet points to list information. Use of semi-colon, colon and dash to mark the boundary between independent clauses.	Grammar Focus: Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Grammar Focus: Use of subjunctive forms in very formal writing and speech. How hyphens can be used to avoid ambiguity. 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.	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.	Grammar Focus: Revision of all areas of grammar as set out in Writing Progression Overview. Use of semi-colon, colon and dash to mark the boundary between independent clauses.
Spelling Focus: Year 5/6 Statutory spellings	Spelling Focus: Words with ambitious synonyms- adjectives Homophones and near homophones Adjectives ending in –	Spelling Focus: Words ending in -able Words ending in -ably Word families based on common word how words are related in	Spelling Focus: Creating diminutives using prefixes micro- or mini- Words with long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Words	Spelling Focus: Spelling rules we feel need to be revised.	Spelling Focus: Year 5/6 Statutory spellings

[illegible]