



Oracy

- ✓ 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

Spelling

- ✓ Words ending in –able and –ible
- ✓ Adding suffixes beginning with vowel letters to words ending in –fer
- ✓ Use of the hyphen
- ✓ Words with the l before e rule except after c
- ✓ Words containing the letter- string ough
- ✓ Words with ‘silent’ letters
- ✓ Homophones and other words that are often confused
- ✓ Common exception word list Year 5/6

Handwriting

- ✓ 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
- ✓ Choose the writing implement that is best suited for a task

Vocabulary, Grammar and Punctuation

- ✓ Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- ✓ Understand how words are related by meaning as synonyms and antonyms
- ✓ Understand how the use of the passive effects the presentation of information in a sentence [‘I broke the window in the greenhouse’ versus ‘The window in the greenhouse was broken’]
- ✓ Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: ‘He’s your friend, isn’t he?’ or the use of subjunctive forms such as ‘If I were’ or ‘Were they to come’ in some very formal writing and speech]
- ✓ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis
- ✓ Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]
- ✓ Use the semi-colon, colon and dash to mark the boundary between independent clauses
- ✓ Use the colon to introduce a list and semi-colons within lists
- ✓ Use bullet points to list information
- ✓ Understand how hyphens can be used to avoid ambiguity [man eating shark versus man-eating shark, or recover versus re-cover]

Terminology

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



Word Reading

- ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Reading comprehension

- ✓ Maintain positive attitudes to reading and understanding of what they read
- ✓ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✓ Read books that are structured in different ways and read for a range of purposes
- ✓ Increase 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
- ✓ Recommend books that they have read to their peers, giving reasons for their choices
- ✓ Identify and discuss themes and conventions in and across a wide range of writing
- ✓ Make comparisons within and across books
- ✓ Learn a wider range of poetry by heart
- ✓ Prepare 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

In books read independently:

- ✓ Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ✓ Ask questions to improve their understanding
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ✓ Predict what might happen from details stated and implied
- ✓ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ✓ Identify how language, structure and presentation contribute to meaning
- ✓ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ✓ 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



Whole School Curriculum Map by Subject: English

Year 6

Texts to lead learning

Autumn Term (Rivers Deep, Mountains High)	Spring Term (World War II)	Summer Term (Something Wicked This Way Comes)
River Boy – Tim Bowler Trash – Andy Mulligan An Atlas of Imagined Islands – Huw Lewis-Jones Wind in the Willows – Kenneth Grahame The Dam – David Almond The River Singers – Tom Moorhouse The Viewer – Shaun Tan & Gary Crew The Island – Armin Greder	Goodnight Mr Tom – Michelle Magorian (Evacuation) Rose Blanche – Ian McEwan (German perspective) Letters from the Lighthouse – Emma Carroll The Book Thief – Markus Zusak Once – Morris Gleitzman Now or Never : A Dunkirk Story – Bali Rai Carrie's War – Nina Bawden Machine Gunners – Robert Westall When Hitler stole Pink Rabbit – Judith Kerr Our Castle by the Sea – Lucy Strange The Lion and the Unicorn – Shirley Hughes The Emergency Zoo – Miriam Halahmy The Buried Crown - Ally Sherrick My Secret War Diary – Marcia Williams	Macbeth - Shakespeare Grimm Fairy Tales – Jacob Grimm & Wilhelm Grimm Grimm Tales – Philip Pullman Lady of Shalott - Tennyson (Narrative Poem) Jabberwocky – Lewis Carroll (Narrative Poem) Aesop's Fables Boy in the Girl's Bathroom – Louis Sachar

Suggested texts for class reads (as well as above)

The House with Chicken Legs – Sophie Anderson
Eren – Simon P Clark
Raspberries on the Yangtze – Karren Wallace
Oranges in No Man's Land – Elizabeth Laird
Holes – Louis Sachar



Writing transcription

- ✓ Use further prefixes and suffixes and understand the guidance for adding them
- ✓ Spell some words with silent letters
- ✓ Continue to distinguish between homophones and other words which are often confused
- ✓ Spell words from the common exception word list for this year group and the previous year groups
- ✓ Use dictionaries to check the spelling and meaning of words
- ✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ✓ Use a thesaurus

Writing composition

Plan their writing:

- ✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ✓ Note and develop initial ideas, drawing on reading and research where necessary
- ✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write:

- ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- ✓ Précise longer passages
- ✓ Use a wide range of devices to build cohesion within and across paragraphs
- ✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing
- ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Ensure the consistent and correct use of tense throughout a piece of writing
- ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ Proof-read for spelling and punctuation errors
- ✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear