



St Edmund's and St Thomas' Catholic Primary School

English Curriculum Map Y6 2017-18

Autumn

Daily spelling using Read Write Inc spelling programme and Guided Reading sessions using Project X, poetry, short stories and a range of non-fiction texts. Guided Reading sessions are taught following a Reciprocal Reading structure: predict, clarify, question and summarise.

Westlandia by Paul Fleischman <u>Writing Tasks</u> Keep a journal detailing personal responses to the text Record predictions and summaries Retell aspects of the story, from the perspective of a different character, in the form of a journal Character analysis Descriptions of settings Plan, write own version of the story Write a sequel to the story	World War II – History link <u>Writing Tasks</u> Record research questions and information found – note taking Write non chronological reports about aspects of the war Prepare interview questions Write newspaper article – impact on Liverpool Diary entry from the perspective of an evacuated child	Classic Fiction – Goodnight Mr Tom by Michelle Magorian <u>Writing Tasks</u> Keep a journal detailing personal responses to the text Record predictions and summaries Character descriptions Write in role: letters, notes and diary entries Newspaper report Re-write a scene as a play-script Re-tell scenes from a different point of view Write a missing chapter
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Autumn Term Learning Outcomes:

Speaking and Listening outcomes:

Demonstrates sustained listening skills across a range of experiences/sources and makes notes selecting own method. Summarises the main points of a presentation, argument, explanation etc

Listens to a debate with an open mind, recalls main arguments and decides for clear reasons which view is most convincing and explains own choices

Is able to clarify the strengths and weaknesses of different positions

Participates in debates using the appropriate language

Prepares and presents a spoken argument which is clearly ordered, develops coherently and logically, and evidence is used to support and enhance points

Uses persuasive/emotive vocabulary to 'sway' the listener

Listens to and holds a complex sentence in their head in order to complete extended dictations

As a member of a group, demonstrates an ability to plan and manage a group task over time

Recognises: fact, fiction, opinion, bias and balanced view in discussions, explanations, presentations etc

Articulates and justifies answers, arguments and opinions

Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speaks audibly and fluently with an increasing command of Standard English

Reading outcomes:

Applies 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

Recommends books that they have read to their peers, giving reasons for their choices

Identifies and discusses themes and conventions in and across a wide range of writing

Makes comparisons within and across books

Checks that the book makes sense to them, discusses their understanding and explores the meaning of words in context

Makes inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Uses sources of evidence to deduce information about the past

Uses sources of information to construct narratives about people and events. Adjust own viewpoint in light of new evidence

Generates lines of enquiry and ask questions which move the line of enquiry forward

Discusses their understanding and explores the meaning of words in context

Asks questions to improve understanding

Predicts what might happen from details stated and implied

Summarises the main ideas drawn from more than one paragraph, identifies key details that support the main ideas

Distinguishes between statements of fact and opinion

Retrieves, records and presents information from non-fiction sources

Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic

and using notes where necessary

Writing outcomes:

Identifies the audience for and purpose of the writing, selects the appropriate form and uses similar writing as models for their own

Notes and develops initial ideas, draws on reading and research where necessary

Uses different sentence types: question, exclamation, subordinate-main clauses

Uses some organisational and presentational devices to structure text and guide the reader (captions, headings, sub-headings, labelled diagrams, bullet points)

Uses paragraphs to organise information. They are used to signal changes in topic, time, scene, action, person or viewpoint

Maintains a consistent viewpoint

Generally applies the appropriate tone and style associated with the form of writing. (Formal, informal, personal, choice of language, avoidance of repetition, use of question to get to the heart of the matter)

Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Assesses the effectiveness of their own and others' writing

Proof-reads for spelling and punctuation errors

Writes legibly, fluently and with increasing speed; choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Grammar outcomes:

Mostly uses the correct tense and person

Uses a wider range conjunctions for subordination (so, when, if, that, while, although, unless, since, once, before, after, even though, whenever) at the beginning and within sentences

Uses interesting sentence openers to start debate points, conjunctions to join clauses and explain points

Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase, e.g. *the teacher expanded to: the strict science teacher with curly hair*; to show precision and clarity

Uses some cohesive devices within and across sentences and paragraphs: pronouns to avoid repetition; linking words and phrases including: conjunctions, adverbs and prepositions

Uses different verb forms mainly accurately (park, parks, parking, parked, I am, they are, he is, they were, I was, etc)

Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Uses relative clauses to expand sentences using punctuation correctly

Uses expanded noun phrases, similes, metaphors, personification

Uses commas to clarify meaning or avoid ambiguity

Uses colons to introduce a list

Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction correctly

Uses a range of punctuation

Spring

Daily spelling using Read Write Inc spelling programme and Guided Reading sessions using Project X, poetry, short stories and a range of non-fiction texts.

Guided Reading sessions are taught following a Reciprocal Reading structure: predict, clarify, question and summarise.

Norman and Brenda by Colin Thompson

Writing Tasks

Diary/journal

Plan, draft and write a story using the original as a model

Classic Narrative Poetry – The Listeners by Walter De La Mere; The River’s Story by Brian Patten

Writing Tasks

Explore poem through drama and music

Write a letter in role

Write a series of eyewitness accounts detailing different parts of the story.

Re-tell the events in the poem as a story.

Visual Literacy: Alma and The Mysteries of Harris Burdick by Chris Van Allsburg

Writing Tasks

Plan and write narratives in response to film and images: mystery stories

‘TV Chef’ – D&T link

Recipes, cook books, extracts from TV shows.

Writing Tasks

Sequence and write recipes for a class recipe book/website page.

Storyboard, write script and film a cooking sequence

Spring Term Learning Outcomes:

Speaking and Listening outcomes:

Demonstrates sustained listening skills across a range of experiences/sources and makes notes selecting own method. Summarises the main points of a presentation, argument, explanation etc

Participates in debates using the appropriate language

Prepares and presents a spoken argument which is clearly ordered, develops coherently and logically, and evidence is used to support and enhance points

Uses persuasive/emotive vocabulary to 'sway' the listener

Listens to and holds a complex sentence in their head in order to complete extended dictations

As a member of a group, demonstrates an ability to plan and manage a group task over time

Conducts research and pursues lines of enquiry using a number of different discussion groups: *envoys, snowballing, rainbows*

Recognises: fact, fiction, opinion, bias and balanced view in discussions, explanations, presentations etc

Articulates and justifies answers, arguments and opinions

Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speaks audibly and fluently with an increasing command of Standard English

Prepares, performs and recites poetry

Explores literature through a range of drama techniques: *shared and guided visualisation, choral speaking, sound collage/performance, movement collage/performance, improvise performances in groups, physical theatre, freeze frame, hot seating, thought tracking and performance carousel*

Reading outcomes:

Applies 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

Recommends books that they have read to their peers, giving reasons for their choices

Prepares 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

Identifies and discusses themes and conventions in and across a wide range of writing

Makes comparisons within and across books

Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader

Checks that the book makes sense to them, discusses their understanding and explores the meaning of words in context

Makes inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Uses sources of evidence to deduce information about the past

Uses sources of information to construct narratives about people and events. Adjust own viewpoint in light of new evidence

Generates lines of enquiry and ask questions which move the line of enquiry forward

Discusses their understanding and explores the meaning of words in context

Asks questions to improve understanding

Predicts what might happen from details stated and implied

Summarises the main ideas drawn from more than one paragraph, identifies key details that support the main ideas

Distinguishes between statements of fact and opinion

Retrieves, records and presents information from non-fiction sources

Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Writing outcomes:

Identifies the audience for and purpose of the writing, selects the appropriate form and uses similar writing as models for their own

Notes and develops initial ideas, draws on reading and research where necessary

Presents the thoughts and emotions of characters

Describes settings, characters and atmosphere

Creates atmosphere and integrates dialogue to convey character and advance the action

Selects vocabulary and grammatical structures that reflect the level of formality required

Uses a range of organisational and presentational devices to structure text and guide the reader. (Headings, bullet points, underlining, sub-headings, bullet points, tables, columns)

Précis longer passages

Uses paragraphs to organise information. They are used to signal changes in topic, time, scene, action, person or viewpoint

Maintains a consistent viewpoint

Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Assesses the effectiveness of their own and others' writing

Proof-reads for spelling and punctuation errors

Writes legibly, fluently and with increasing speed; choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Grammar outcomes:

Uses a variety of sentence structures and lengths for effect, e.g. *complex, simple and questions for description or suspense*

Uses subordinate clauses at the beginning, middle and after the main clause for effect

Distinguishes between the language of speech and writing and choose the appropriate register

Uses adverbs, prepositional phrases and expanded noun phrases to add detail, qualification and precision

Ensures the consistent and correct use of tense throughout a piece of writing

Ensure correct subject and verb agreement when using singular and plural

Writes sentences to indicate degrees of possibility through the use of adverbs (perhaps, surely) and modal verbs (might, should, will, must)

Uses passive and modal verbs mostly appropriately

Uses a wider range conjunctions for subordination (so, when, if, that, while, although, unless, since, once, before, after, even though, whenever) at the

beginning and within sentences

Uses some cohesive devices within and across sentences and paragraphs: pronouns to avoid repetition; linking words and phrases including: conjunctions, adverbs and prepositions

Uses different verb forms mainly accurately (park, parks, parking, parked, I am, they are, he is, they were, I was, etc)

Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Uses relative clauses to expand sentences using punctuation correctly

Uses expanded noun phrases, similes, metaphors, personification

Uses commas to clarify meaning or avoid ambiguity

Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. Including split dialogue, speaker identified before, between and after dialogue. Add additional information (parenthesis) to a sentence using brackets, dashes or commas

Makes some correct use of semi-colons, dashes, colons and hyphens to mark the boundary between independent clauses, e.g. *It's raining; I'm fed up.*

Uses hyphens to avoid ambiguity, e.g. *man-eating shark*

Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction correctly

Summer

Daily spelling using Read Write Inc spelling programme and Guided Reading sessions using Project X, poetry, short stories and a range of non-fiction texts.

Guided Reading sessions are taught following a Reciprocal Reading structure: predict, clarify, question and summarise.

<p>Voices in the Park by Anthony Browne</p> <p><u>Writing Tasks</u> Setting descriptions Monologue Re-telling the story from different points of view Plan and write own version of a story using multiple viewpoints</p>	<p>The Invention of Hugo Cabret by Hugo Selznick</p> <p><u>Writing Tasks</u> Character studies Drafting opening scenes Retelling events from different points of view Description of settings Letters</p>	<p>Olaudah Equiano - History link the Slave Trade</p> <p><u>Writing Tasks</u> Non-chronological report Diary entry Plan, research and write a biography</p>
<p>William Shakespeare – Julius Caesar</p> <p><u>Writing Tasks</u> Keep a journal detailing personal responses to the play Comic strips Write summaries and recounts of key events Detailed character studies Biography</p>	<p>Novel – Kensuke’s Kingdom by Michael Morepurgo</p> <p><u>Writing Tasks</u> Keep a journal detailing personal responses to the novel. Research, prepare and participate in a debate about the pros and cons of travelling round the world. Write a balanced argument. Write a missing person poster Re-write aspects of the story from a different perspective Write a blog about part of the journey Devise a play-script for a scene between mother and father after the children have disappeared.</p>	<p>.</p>

Summer Term Learning Outcomes:

Speaking and Listening outcomes:

Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Conducts research and pursues lines of enquiry using a number of different discussion groups: *envoys, snowballing, rainbows*

Recognises: fact, fiction, opinion, bias and balanced view in discussions, explanations, presentations etc

Articulates and justifies answers, arguments and opinions

Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Recognises different 'registers' and identifies the difference between formal and informal spoken language

Prepares appropriate questions for an interview which elicits developed responses from interviewee

Speaks audibly and fluently with an increasing command of Standard English

Explains how writers use figurative and expressive language to create images and atmosphere

Appraises performances (live and recorded) and uses short film extracts to deconstruct and view performance with the 'eye of a director' and transcribes and produces scripts

Performs a scripted scene making use of dramatic conventions, *e.g. using and interpreting stage directions to enhance performance*

Explores emotional tension, hopes, fears and desires through drama

When performing or engaging in oral story telling makes appropriate choices between Standard English, colloquialism or dialect to capture specific features of a character

Prepares, performs and recites poetry

Explores literature through a range of drama techniques: *shared and guided visualisation, choral speaking, sound collage/performance, movement collage/performance, improvise performances in groups, physical theatre, freeze frame, hot seating, thought tracking and performance carousel.*

Reading outcomes:

Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Increases 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

Prepares 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

Identifies and discusses themes and conventions in and across a wide range of writing

Makes comparisons within and across books

Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader

Checks that the book makes sense to them, discusses their understanding and explores the meaning of words in context

Makes inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Uses sources of information to construct narratives about people and events. Adjust own viewpoint in light of new evidence

Generates lines of enquiry and ask questions which move the line of enquiry forward

Discusses their understanding and explores the meaning of words in context.

Asks questions to improve understanding

Predicts what might happen from details stated and implied

Summarises the main ideas drawn from more than one paragraph, identifies key details that support the main ideas

Distinguishes between statements of fact and opinion

Retrieves, records and presents information from non-fiction sources

Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provides reasoned justifications for their views

Writing outcomes:

Identifies the audience for and purpose of the writing, selects the appropriate form and uses similar writing as models for their own

Selects a planning format, most suited to the task

Presents and maintains more than one viewpoint

Presents the thoughts and emotions of characters

Describes settings, characters and atmosphere

Creates atmosphere and integrates dialogue to convey character and advance the action

Selects vocabulary and grammatical structures that reflect the level of formality required

Uses a range of organisational and presentational devices to structure text and guide the reader. (Headings, bullet points, underlining, sub-headings, bullet points, tables, columns)

Uses paragraphs to organise information

Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Assesses the effectiveness of their own and others' writing

Proof-reads for spelling and punctuation errors

Writes legibly, fluently and with increasing speed; choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Grammar outcomes:

Uses a variety of sentence structures and lengths for effect

Uses subordinate clauses at the beginning, middle and after the main clause for effect

Distinguishes between the language of speech and writing and choose the appropriate register

Uses adverbs, prepositional phrases and expanded noun phrases to add detail, qualification and precision

Ensures the consistent and correct use of tense throughout a piece of writing

Ensure correct subject and verb agreement when using singular and plural

Writes sentences to indicate degrees of possibility through the use of adverbs (perhaps, surely) and modal verbs (might, should, will, must)

Uses passive and modal verbs mostly appropriately

Uses a wider range conjunctions for subordination (so, when, if, that, while, although, unless, since, once, before, after, even though, whenever) at the beginning and within sentences

Uses some cohesive devices within and across sentences and paragraphs: pronouns to avoid repetition; linking words and phrases including: conjunctions, adverbs and prepositions

Uses different verb forms mainly accurately (park, parks, parking, parked, I am, they are, he is, they were, I was, etc)

Uses similes, metaphors, personification and alliteration for effect

Uses commas to clarify meaning or avoid ambiguity

Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. Including split dialogue, speaker identified before, between and after dialogue. Add additional information (parenthesis) to a sentence using brackets, dashes or commas

Makes some correct use of semi-colons, dashes, colons and hyphens to mark the boundary between independent clauses, e.g. *It's raining; I'm fed up.*

Uses hyphens to avoid ambiguity, e.g. *man-eating shark*

Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction correctly