

English Curriculum Map: Year 6B

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons.

The two right-side columns focus on Standard English and should be read in conjunction with the programmes of study in the National Curriculum as it sets out the statutory requirements. The columns show when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

Unit	Time	Texts	Outcomes	English Language Opportunities	Ongoing Language Teaching
Narrative	3-4 weeks	Machine Gunners	Writing to entertain Extended narrative Range of writing in character Personal response to an evacuee	Use passive verbs to affect the presentation of information in a sentence; use expanded noun phrases to convey complicated information concisely; using commas to clarify meaning or avoid ambiguity in writing	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons

Letter	3-4 weeks	Machine Gunners	Writing to inform Personal response (to Dunkirk)	Use passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; using modal verbs or adverbs to indicate degrees of possibility; using brackets, dashes or commas to indicate parenthesis	within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, 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
Poetry	1 week	Related to William Wordsworth (Lucy Gray, I Wondered Lonely...)	Writing to entertain Personal response Knowledge of local cultural figure		
Explanation	2-3 weeks	Range of high quality texts	Writing to inform	Recognise vocabulary and structures that are appropriate for formal speech and	

				writing, including subjunctive forms; use a colon to introduce a list; punctuating bullet points consistently; using hyphens to avoid ambiguity	
Narrative	2-3 weeks	What Mr Darwin Saw	Writing to entertain	use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun; use passive verbs to affect the presentation of information in a sentence	
Discussion	3 weeks	Range of high quality new articles	Writing to discuss Formal response to issue of migration Knowledge of a topical issue	Recognise vocabulary and structures that are appropriate for formal	

				speech and writing, including subjunctive forms; use passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause	
Poetry	1 weeks	Choice of five quality poems	Personal response Poem using style/theme Recitation/performance of poem for <i>Voice Up!</i>		
Narrative	3-4 weeks	Shakespearean play: changes each year depending on play seen	Writing to entertain Personal response Character study	use expanded noun phrases to convey complicated information concisely; use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted)	

				relative pronoun; use passive verbs to affect the presentation of information in a sentence	
Playscript	3 weeks	Shakespearean play: changes each year depending on play seen	Writing to entertain Character response Knowledge of one Shakespeare play Visit to see a Shakespearean play	use commas to clarify meaning or avoid ambiguity in writing; use hyphens to avoid ambiguity; use brackets, dashes or commas to indicate parenthesis; use semi-colons, colons or dashes to mark boundaries between independent clauses; use a colon to introduce a list	
Campaign	3-4 weeks	Range of high quality articles pertaining to the chosen issue	Writing to persuade Personal response Knowledge of local, national,	use relative clauses beginning with	

			global issue	<p>who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>	
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Recounts	Ongoing	For the Year 6 blog, for instance: linked to educational visits, trips and events	Writing to persuade Personal response		
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