

## English Curriculum Map: Year 6G

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	TEXT/VISUAL	OUTCOMES	ENGLISH LANGUAGE OPPS	ON-GOING LANGUAGE TEACHING
Imagery poetry	3 weeks	The Machine Gunners	Writing to entertain Blitz Poetry	Expanded noun phrases Personification Questions	Differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i> , <i>alleged</i> , or <i>claimed</i> in formal speech or writing)  Learn some of the differences between structures typical of informal speech and
Recount	3 weeks	The Machine Gunners	Writing to inform Diary as a soldier	Emotive language Nouns incl. abstract Conjunctions Brackets and dashes	
Narrative	4 weeks	The Piano, Aidan Gibbons	Writing to entertain Story with flashbacks	Conjunctions Apostrophes for contraction Apostrophes for possession Verbs Adverbs Fronted adverbials	
Recount	2 weeks	Home Alone	Writing to inform	Commas	

			Diary as a film character	Paragraphs Conjunctions Exclamation marks	<p>structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> or the use of the subjunctive in some very formal writing and speech)</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up.</i>)</p> <p>Use of the colon to introduce a list</p> <p>Hyphens used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man- eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p> <p>Formal and informal vocabulary</p>
Persuasive writing	2 weeks	The Lake District – videos and research pages	Writing to persuade Persuasive article	Questions Conjunctions Hyperboles Expanded noun phrases Emotive language Alliteration	
Narrative	3 weeks	What Mr Darwin saw	Writing to entertain Writing in character	Subordinate clauses Relative clauses Adverbials Brackets & dashes Semi-colons	
Balanced argument	3 weeks	What Mr Darwin saw	Writing to discuss Letter	Modal verbs Expanded noun phrases Passive voice Brackets & dashes Semi-colons Subordinate clauses	
Explanation	3 weeks	Kensuke's Kingdom/Oliver!	Writing to inform Article about a locality	Modal verbs Synonyms and antonyms Bullet points Subjunctive form	
Narrative	3 weeks	Kensuke's Kingdom/Oliver!	Writing to entertain Story writing	Ellipsis Direct speech Subordinate clauses Expanded noun phrases	
Drama & play script	4 weeks	Oliver!/alternative	Writing to entertain Play script writing	Speaking and listening Colons	

			and performance	Verbs Parenthesis Questions	
--	--	--	-----------------	-----------------------------------	--