

**CURRICULUM MAP (Long term plan)**

**SUBJECT : English**

**YEAR GROUP 6**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b><u>Writing</u></b> <i>Sherlock Holmes the Case of the Speckled Band by Arthur Conan Doyle</i> <i>Street Child by Berlie Doherty</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> <li>● Recount</li> <li>● Inference and Deduction</li> <li>● Newspaper report</li> <li>● Continuing a Story</li> </ul> <p>Identifying the audience for and purpose of a piece of writing. Selecting appropriate grammar and vocabulary.</p> <p><b><u>Reading</u></b> <i>Cogheart by Peter Bunzl</i></p> <p>VIPERS skills Making comparisons within and across books. Discussing understanding and exploring the meaning of words in context.</p>	<p><b><u>Writing</u></b> <i>The Highwayman by Alfred Noyes</i> <i>Beowulf by Michael Morpurgo</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> <li>● Retell a Given Story</li> <li>● Change in Perspective</li> </ul> <p>Identifying the audience for and purpose of a piece of writing. Selecting appropriate grammar and vocabulary. Consider how authors have developed characters and settings. Describing settings, characters and atmosphere. Build cohesion within and across paragraphs.</p> <p><b><u>Reading</u></b> <i>Range of text extracts</i></p> <p>VIPERS skills Reciprocal reading Discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing familiarity with a wide range of books.</p>	<p><b><u>Writing</u></b> <i>Holes by Louis Sachar</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> <li>● Adventure Story</li> <li>● Persuasive Argument</li> </ul> <p>Identifying the audience for and purpose of a piece of writing. Selecting appropriate grammar and vocabulary. Describing settings, characters and atmosphere. Integrating dialogue to convey character and advance the action. Use organisational and presentational devices to structure text and to guide the reader.</p> <p><b><u>Reading</u></b> <i>Windrush Child by Benjamin Zephaniah</i></p> <p>VIPERS skills Distinguish between statements of fact and opinion. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>

<p><b>Disciplinary knowledge -</b> what skills are practiced?</p>	<p>Spelling Patterns Editing Skills for best writes Inference and Deduction Guided Reading</p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieve</li> <li>● Summarise</li> </ul> <p>Newspaper Report (Sherlock)</p> <ul style="list-style-type: none"> <li>● sentence openers</li> <li>● prepositions</li> <li>● evidence to support a hypothesis</li> <li>● building suspense</li> <li>● analysing authors ending</li> <li>● reported and direct speech</li> </ul> <p>Continuing a Story (Street Child)</p> <ul style="list-style-type: none"> <li>● formal/informal language</li> <li>● dialogue</li> <li>● emotive language</li> <li>● setting description</li> <li>● describing a character</li> </ul>	<p>Spelling Patterns Editing Skills for best writes Inference and Deduction Guided Reading</p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieve</li> <li>● Summarise</li> </ul> <p>Retell a Given Story (Highwayman)</p> <ul style="list-style-type: none"> <li>● understanding language</li> <li>● character description</li> <li>● ordering of events</li> <li>● interpreting a character's feelings</li> </ul> <p>Change in perspective (Beowulf)</p> <ul style="list-style-type: none"> <li>● understanding empathy</li> <li>● descriptive language</li> <li>● kennings</li> <li>● author's choice of words</li> <li>● alliteration</li> <li>● parenthesis</li> </ul>	<p>Spelling Patterns Editing Skills for best writes Inference and Deduction Guided Reading</p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieve</li> <li>● Summarise</li> </ul> <p>Persuasive Argument (Holes)</p> <ul style="list-style-type: none"> <li>● describing a setting</li> <li>● describing a character</li> <li>● using quotations</li> <li>● persuasive devices</li> <li>● key issues in an argument</li> <li>● summarising</li> <li>● concluding</li> <li>● formal language</li> </ul> <p>Adventure Story (Holes)</p> <ul style="list-style-type: none"> <li>● understanding genre</li> <li>● historical context</li> <li>● predictions</li> <li>● understanding character actions</li> <li>● dialogue</li> <li>● word choice</li> <li>● suspense</li> </ul>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can students write for different purposes? Can students draft, edit and publish a piece of writing? Do students understand the format of a newspaper report and are able to use this to write their own? Can students make sensible choices relating to characters and their actions to continue a story?</p>	<p>Can students write for different purposes? Can students draft, edit and publish a piece of writing? Can students use a known poem and write it as a narrative? Can students retell a story from a different character's perspective including the use of empathy?</p>	<p>Can students write for different purposes? Can students draft, edit and publish a piece of writing? Can a student use persuasive devices to convince the reader of their opinion? Can students write an adventure story including relevant historical context?</p>

<p><b>Assessment</b></p> <p><b>PPC</b> - Review of grammar skills taught every 3 weeks</p> <p><b>EOT</b> - PIXL Tests use old SATS papers.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>PPCs</b> - Grammar skills</p> <p><b>EOT</b> - PIXL test taken in September - used as a Y6 baseline. Second PIXL test taken in November.</p> <p><b>Best Writes</b> Summer Holiday Recount Sherlock Newspaper Article Street Child Narrative</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>PPCs</b> - Grammar skills</p> <p><b>EOT</b> - PIXL test taken in January. Mock SATs - Taken in February/March - use previous years paper.</p> <p><b>Best Writes</b> Retell a poem 'The Highwayman' Beowulf - Grendel's Mother's Perspective (EXS)/Newspaper Article (GDS)</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>PPCs</b> - Grammar skills</p> <p><b>EOT</b> - SATs taken in May.</p> <p><b>Best Writes</b> Short writing pieces for moderation Persuasive Argument 'Holes' Adventure Story 'Holes'</p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p>	<p>Writing, Oracy and discussion in all lessons.</p>	<p>Writing, Oracy and discussion in all lessons.</p>	<p>Writing, Oracy and discussion in all lessons.</p>
<p><b>Cross Curricular Opportunities</b></p>	<p>Sherlock - History - Victorians Street Child - History - Victorians Cogheart - History - Victorians (fantasy/steam punk)</p>	<p>Beowulf - History - Anglo Saxons/Vikings Biographies &amp; texts in Guided Reading - Darwin, Football World Cup, Volcanoes, Sustainability, Women who built NASA etc</p>	<p>Holes - Geography of North America Windrush Child - Geography of the Caribbean/History of Windrush Generation and immigration to the UK post WW2</p>
<p><b>Where is English applied across the curriculum?</b></p>	<p>Reading and Writing in all subjects in all lessons</p> <p><b>Reading Across the Curriculum</b> <b>Science</b> 'Blackout' by Illustrates the dependency of the modern world on electricity <b>Art/DT</b> fact files about famous artists <b>DT</b> following instructions for product manufacture <b>Food Technology</b> - recipes</p>	<p>Reading and Writing in all subjects in all lessons</p> <p><b>Reading Across the Curriculum</b> <b>Science</b> 'Moth' by Isabel Thomas Illustrates Evolution <b>Geography</b> 'Rhythm of the Rain' by Grahame Baker-Smith illustrates the water cycle <b>Art/DT</b> fact files about famous artists <b>DT</b> following instructions for product manufacture</p>	<p>Reading and Writing in all subjects in all lessons</p> <p><b>Reading Across the Curriculum</b> <b>Art/DT</b> reading fact files about famous artists <b>DT</b> following instructions for product manufacture <b>Food Technology</b> - recipes</p>



	<p><b>Best Writes</b>  <b>Science</b> - Recount 'Blackout'  <b>History</b> - NC Report 'Victorian Jobs'  <b>Geography</b> - Letter to our MP          'Improving the local area'</p>	<p><b>Food Technology</b> - recipes</p> <p><b>Best Writes</b>  <b>Science</b> - Moth Poem  <b>History</b> - Would you rather be an Anglo Saxon or Viking?  <b>Geography</b> - Journey of a River</p>	<p><b>Best Writes</b>  <b>Science/History/Geography</b> - amending previous work for moderation</p>
<p><b>SMSC / Character/Careers/Cultural Capital) (personal development)</b></p>	<p><b>Spiritual</b>          We teach a range of literature that develop spiritual development through discussion and debate. For example, 'Sherlock Holmes - The Speckled Band', amongst others, encourages the discussion of the difference between good and evil. The study of texts like this gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.</p> <p><b>Moral</b>          During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of 'Beowulf' offers the opportunity to debate empathy for the different characters and consider their points of view.          Class readers studied in Y6 deal with moral questions, such as race, equality, crime and punishment, immigration, bereavement and poverty, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.</p> <p><b>Social</b>          English lessons promote cooperation and teamwork through being able to work in groups, listening to others opinions and asking questions. We build self-confidence with the use of whiteboards to show answers and speaking is developed through debate and questioning, giving logical arguments with respect, rationality and thoughtfulness.</p> <p><b>Cultural</b>          The study of Victorian literature and beyond gives opportunities for students to appreciate British history and culture (Sherlock, Cogheart, Street Child and The Highwayman). The novel 'Windrush Child' exposes our children to Caribbean culture and the mass immigration to Britain after the war. Our Spring unit focuses on different texts each lesson to increase the range of fiction, non-fiction and poetry texts children are reading. Cultural topics include 'Day of the Dead' and 'Irish Legends and Mythology'.</p>		
<p><b>Equality and Diversity</b></p>	<p>Breadth of texts used          Author of the month in Library display          Class named after famous authors          Names and characters used in presentations represent people with disabilities and different ethnicities.</p>		
<p><b>Super Curriculum (personal development)</b></p>	<p>School Library          EdShed</p>	<p>School Library          EdShed</p>	<p>School Library          EdShed</p>



	Reading Records to monitor reading at home Book Fair	Reading Records to monitor reading at home CGP Homework books to support SATs revision World Book Day Readathon Sponsored Read	Reading Records to monitor reading at home Book Fair
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