

# LOXWOOD ENGLISH CURRICULUM MAP FOR YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Into the Light (Discover)		Chocolate (Explore)		Law and Order (Create)	
Key Texts	<b>Fiction</b> 'Letters from a Lighthouse' by Emma Carroll 'Goodnight Mr Tom' by Michelle Magorian <b>Non-Fiction</b> 'The Missing: The True Story of My Family in World War II' by Michael Rosen 'Woeful Second World War' by Terry Deary		<b>Fiction</b> 'The Dragon with the Chocolate Heart' by Stephanie Burgis 'Pig Heart Boy' by Malorie Blackman <b>Non-Fiction</b> 'The History Detective Investigates: Mayan Civilization' by Clare Hibbert 'Body: The Ultimate Guide' by Dr Kristina Routh		<b>Fiction</b> 'Holes' by Louis Sachar 'Hacker' by Malore Blackman <b>Non-Fiction</b> 'Living in North & South America: The USA' by Jen Green	
Speaking & Listening	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers.</li><li>• Ask relevant questions</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate and justify answers</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Use spoken word to develop understanding through speculating, hypothesising, imaging and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvising and debates</li><li>• Gain, maintain and monitor the interest if the listener(s)</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• Select and use appropriate registers for effective communication</li></ul>					
Phonics	Precision teaching if required					
Spelling	1. Words with endings that sound like /shuhs/ spelt with –cious 2. Words with endings that sound like /shuhs/ spelt with –tious or –ious 3. Words with the short vowel sound /i/ spelt with y 4. Words with the long vowel sound /i/ spelt with y 5. Homophones & near homophones 6. Homophones & near homophones	1. Words with 'silent' letters 2. Words with 'silent' letters 3. Modal verbs 4. Words ending in 'ment' 5. Adverbs of possibility and frequency 6. Statutory Spelling Challenge Words	1. Creating nouns using -ity suffix 2. Creating nouns using -ness suffix 3. Creating nouns using -ship suffix 4. Homophones & Near Homophones 5. Homophones & Near Homophones 6. Homophones & Near Homophones	1. Words with an /or/ sound spelt 'or' 2. Words with /or/ sound spelt 'au' 3. Convert nouns or adjectives into verbs using the suffix –ate 4. Convert nouns or adjectives into verbs using the suffix –ise 5. Convert nouns or adjectives into verbs using the suffix –ify 6. Convert nouns or adjectives into verbs using the suffix -en	1. Words containing the letter string 'ough' 2. Words containing the letter string 'ough' 3. Adverbials of time 4. Adverbials of place 5. Words with an/ear/ sound spelt 'ere' 6. Statutory Spelling Challenge Words	1. Unstressed vowels in polysyllabic words 2. Adding verb prefixes de- and re- 3. Adding verb prefix over- 4. Convert nouns or verbs into adjectives using suffix –ful 5. Convert nouns or verbs into adjectives using suffix –ive 6. Convert nouns or verbs into adjectives using suffix -al
Punctuation & Grammar	<b>Recap of non-negotiables &amp;KS1</b> <u>Sentence structure:</u> subordination (when, if, that, because) and co-ordination (for, and, nor, but, or, yet, so) <b>Expanded noun phrase</b> for description (the blue butterfly) How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command.</b> <u>Text structure:</u>	<b>Recap L-KS2</b> <u>Sentence structure:</u> Expressing time, place and cause using <b>conjunctions</b> (when, so before, after, while, because) <b>adverbs</b> (then, next, soon, therefore) or <b>prepositions</b> (before, after, during, in, because). <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases (the strict maths teacher with curly hair). <b>Fronted adverbials</b> (Later that day, I heard bad news.) <u>Text structure:</u>	<u>Sentence structure:</u> <b>Relative clause</b> beginning with who, which, where, why, whose, that or an omitted relative pronoun. Indicating degrees of possibility using <b>adverbs</b> (perhaps, surely) or <b>modal verbs</b> (might, should, will, must) <u>Text structure:</u> Devices to build <b>cohesion</b> within a paragraph (then, after that, this, firstly). Linking ideas across paragraphs using <b>adverbials</b> of time (later), place (nearby), number (secondly), and tense choice (he had seen her before).	<u>Sentence structure:</u> Use of the <b>passive voice</b> to affect the presentation of information in a sentence. <u>Text structure:</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of word or phrase, grammatical connections (the use of <b>adverbials</b> such as 'on the other hand', 'in contrast' and <b>ellipsis</b> . <b>Layout devices</b> , such as headings, sub-headings, columns, bullets, tables, to structure text.	<u>Sentence structure:</u> The difference between structures typical of informal speech and structures typical for formal speech and writing (use of question tags 'He's your friend, isn't he?' or the use of the <b>subjunctive</b> forms). <u>Text structure:</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of word or phrase, grammatical connections (the use of <b>adverbials</b> such as 'on the other hand', 'in contrast' and <b>ellipsis</b> . <b>Layout devices</b> , such as headings, sub-headings, columns, bullets, tables, to structure text. <u>Punctuation:</u> <ul style="list-style-type: none"><li>• Use of <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses.</li><li>• Use of a <b>colon</b> to introduce a list and use of a <b>semi-colon</b> within lists.</li></ul>	

	<p>Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive form</b> of verbs in the <b>present and past tense</b> to mark actions in progress.</p> <p><u>Punctuation:</u></p> <p>Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p>	<p><b>Paragraph</b> as a way to group related material.</p> <p><b>Headings &amp; subheadings</b> to aid presentation</p> <p>Use of the <b>present perfect</b> forms of <b>verbs</b> instead of the simple past (He has gone out to play contrasted with He went out to play.)</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</p> <p><u>Punctuation:</u></p> <p><b>Inverted commas</b> and other punctuation to indicate direct speech.</p>	<p><u>Punctuation:</u></p> <ul style="list-style-type: none"><li>• <b>Brackets, dashes or commas</b> to indicate <b>parenthesis</b></li><li>• Use of commas to clarify meaning or avoid ambiguity.</li></ul>	<p><u>Punctuation:</u></p> <ul style="list-style-type: none"><li>• Use of <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses.</li><li>• Punctuation of <b>bullet points</b> to list information.</li><li>• Punctuation of <b>semi-colons</b> and <b>colons</b> in a list.</li></ul>	<ul style="list-style-type: none"><li>• Punctuation of <b>bullet points</b> to list information.</li></ul> <p>How <b>hyphens</b> can be used to avoid ambiguity.</p>
Reading	<p><b>Guided Reading- VIPERS-</b> (<i>vocabulary, inference, predict, explain, retrieve, and summarise</i>).</p> <ul style="list-style-type: none"><li>• <b>Vocabulary</b> – find and explain the meaning of words in context</li><li>• <b>Inference</b> – make and justify inferences using evidence from the text</li><li>• <b>Predicting</b> – predict what might happen from the details given and implied</li><li>• <b>Explanation</b> – explain how context is related and contributes to the meaning as a whole; explain how meaning is enhanced through choice of language; explain the themes and patterns that develop across the text; explain how information contributes to the overall experience.</li><li>• <b>Retrieval</b> – retrieve and record information and identify key details from fiction and non-fiction</li><li>• <b>Sequence or Summarise</b> – summarise the main ideas from more than one paragraph</li></ul> <p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <ul style="list-style-type: none"><li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</li><li>• Reading books that are structured in different ways and reading for a range of purposes.</li><li>• Increasing their familiarity with a wide range of books, including myths, legends &amp; traditional stories, modern fiction from our literacy heritage and books from other cultures and traditions.</li><li>• Recommending books that they have read to their peers, giving reasons for their choices.</li><li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li><li>• Making comparisons within &amp; across books</li><li>• Learning a wider range of poetry by heart. Preparing 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.</li></ul> <p>Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p>				
Writing	<p><b>Independent writing</b></p> <p>‘Eye of the Storm’ (all KS2)</p> <p>‘Between the Lines’ / ‘The Lighthouse’ literacy shed film unit</p> <p>‘The evacuee’s journey’ (diary)</p> <p>‘How to survive an air raid’ (instructions)</p> <p><b>Taught Genre</b></p> <ul style="list-style-type: none"><li>• ‘How did people survive air raids?’ (diary)</li><li>• ‘Letters from the Light House’ (fiction)</li><li>• Blackout poetry</li><li>• How to escape army territory (instructions)</li><li>• ‘Goodnight Mr Tom’ (fiction)</li></ul>	<p><b>Independent writing</b></p> <p>Lilly and The Snowman (all KS2) Literacy Shed film unit</p> <p>Frida Kahlo (diary)</p> <p>‘Buy Fairtrade’ (persuasion)</p> <p>‘How to make the Maya hot chocolate’ (instruction)</p> <p><b>Taught Genre</b></p> <ul style="list-style-type: none"><li>• Invest in our chocolate (persuasion)</li><li>• Narrative poem based on Rosen ‘Chocolate Cake’</li><li>• ‘How does the circulatory system work’ (explanation)</li><li>• ‘The Dragon with the Chocolate Heart’ by Stephanie Burgis</li><li>• ‘Pig Heart Boy’ by Malorie Blackman</li><li>• The Rain Player (Maya tale) by David Wisniewski</li></ul>	<p><b>Independent writing</b></p> <p>‘Eye of the Storm’ (all KS2) repeat from Autumn 1 to show progress</p> <p>How to trial and Anglo-Saxon criminal (instructions)</p> <p>Tudor Crime and Punishment (non-chron.)</p> <p>Would you rather live in North America or South America?</p> <p><b>Taught Genre</b></p> <ul style="list-style-type: none"><li>• Crime and punishment Anglo-Saxon England (Non-chron)</li><li>• Does the crime fit the punishment? (Discussion)</li><li>• ‘Holes’ by Louis Sachar (Narrative)</li><li>• ‘Hacker’ by Malorie Blackman (Narrative)</li><li>• Poetry</li></ul>		
Handwriting	<p>Precision teaching in groups.</p> <p>Bubble Handwriting.</p>				

<b>Terminology we want the children to know</b>	<b>Recap of non-negotiables &amp;KS1</b> <ul style="list-style-type: none"> <li>• Finger spaces, capital letters, full stops, question marks, exclamation marks, commas in a list.</li> <li>• noun, noun phrase,</li> <li>• statement, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past, present)</li> </ul> apostrophe, comma	<b>Recap L-KS2</b> <ul style="list-style-type: none"> <li>• preposition, conjunction</li> <li>• word family, prefix</li> <li>• clause, subordinate clause</li> <li>• direct speech, inverted commas, speech marks</li> <li>• consonant, vowel</li> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> </ul> adverbial	<ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion, ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive</li> <li>• synonym, antonym</li> <li>• direct speech, inverted commas, speech marks</li> <li>• ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion, ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive</li> <li>• synonym, antonym</li> </ul> ellipsis, hyphen, colon, semi-colon, bullet points
<b>Links to other subjects</b>	History – World War Two Geography – Our Changing World (Coasts and Erosion) Science – Electricity and Light DT – Battery operated lights (lighthouses) Art – Henry Moore (wartime scene) & Seascapes			History – Maya Civilisation Geography – Trade and Economics (Fair trade) Science – Animals including humans (circulation; healthy living) DT – Global food Art - South and Central American Art		History – Crime and Punishment Geography – The Amazing Americas Science – Evolution and Inheritance & Human Aging DT – Programming Adventures Art – North American Art
<b>Stunning start or fabulous finish</b>	World War II Suit Case		Maya Masks - DT		Scene of Crime	
<b>Visits or Visitors</b>		Humph’s Histories – Booked for 15/11/2022		Mexicolore <a href="https://www.mexicolore.co.uk/general/contact">https://www.mexicolore.co.uk/general/contact</a> Booked for 03/03/2023	Residential	The Old Police Cells Museum Brighton