

Literacy Curriculum Map Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Six	Books	<p>Theme: WW1/WW2 Goodnight Mister Tom by Michelle Magorian</p> <p>Roald Dahl Week: Charlie and the Chocolate Factory</p> <p>Poetry Week: Ted Hughes poetry collection</p> <p>Black History Month: Kwame Alexander selection of poems</p> <p>High Rise Mystery by Sharna Jackson</p>	<p>Theme: WW1/WW2 Goodnight Mister Tom by Michelle Magorian</p> <p>Story spinner The Little Red Riding Hood Trilogy</p> <p>Class reader (Theme: Autism/individual differences): Can you see me? Libby Scott and Rebecca Wescott</p> <p>Black History Month: A Glasshouse of Stars by Shirley Marr</p>	<p>Theme: Resilience Kensuke's Kingdom by Michael Morpurgo</p> <p>Class reader: The Nowhere Emporium: Rosa Mackenzie</p> <p>Story spinner</p> <p>Poetry Week: The Tyger by William Blake</p>	<p>Theme: Resilience Kensuke's Kingdom by Michael Morpurgo</p> <p>Theme: Refugee/Asylum The Journey by Francesca Sanna</p> <p>Theme: Environmental Issues Leaf by Sandra Dieckmann</p>	<p>Theme: Family Tuesday by David Wiesner</p> <p>Class readers: The Journey to the River Sea by Eva Ibbotson</p> <p>Front Desk by Kelly Yang</p> <p>Poetry Week: Hot Like Fire by Valerie Bloom</p> <p>Windrush Child by John Agard</p>	<p>Theme: Mayans The Curse of the Maya</p> <p>Mayan Civilization (The History Detective Investigates) by Clare Hibbert</p> <p>Class readers: The Journey to the River Sea by Eva Ibbotson</p> <p>Look both ways by Jason Reynolds</p> <p>Of Lions and Unicorns by Michael Morpurgo (short stories)</p>
	Writing outcomes	Letter Setting description Report Poetry Diary entry Radio broadcast Character description	Diary entry Newspaper article Recount Setting description Creative story writing	Newspaper report Balanced argument Creative story writing Poetry	Non-chronological report Diary entry Balanced argument	Creative story writing Persuasive letter Poetry	Recount Creative story writing Balanced argument
	Reading (Word Reading & Comprehension)	For children working towards the expected standard we use PM Benchmarking to assess the children's word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability. All children's reading ability is assessed by using SATS reading papers. We promote reading for pleasure and children have a free choice of books to take home.					
	Destination Reader	Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identifies within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying.					
	Writing (Transcription-Spelling)	Revision of work done in previous years use dictionaries to check spellings and meanings of words use thesauruses to find synonyms and antonyms	spelling words with 'silent letters' the difference between uncommon homophones and other confusing words	using morphology and etymology in spelling - using a thesaurus to expand their vocabulary. Suffixes (English Appendix 1 NC) Words containing the letter-string ough Hyphen	revise all common exception words and their meanings ready for national SPAG test completed at end of year 6	revise all common exception words and their meanings ready for national SPAG test completed at end of year 6	Consolidation of Year 6 curriculum

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	Writing (Transcription - Handwriting)	We follow the Penpals handwriting programme					
	Writing (Composition)	<p>Revise work done in Year 5</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>poetry writing</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Focus on evaluating and editing writing.</p>	<p>performing own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Consolidation of Year 6 curriculum</p>
	Writing (Vocabulary, grammar and punctuation)	<p>Revision of all the grammar and punctuation from previous years.</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>passive verbs to affect the presentation of information in a sentence</p> <p>the perfect form of verbs to mark relationships of time and cause</p> <p>semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p>	<p>expanded noun phrases to convey complicated information concisely</p> <p>modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>hyphens to avoid ambiguity</p> <p>brackets, dashes or commas to indicate parenthesis</p> <p>semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>use and understand the grammatical terminology in English Appendix 2</p>	<p>Revise all of Year 6 curriculum and grammar from English Appendix 2 in NC document.</p>	<p>Consolidation of Year 6 curriculum and grammar from English Appendix 2 in NC document.</p>