



English Curriculum Map 2024-25

Year Five and Six

| <u>Year 6</u> | <u>Term 1 and Term 2</u> | <u>Term 3 and Term 4</u> | <u>Term 5 and Term 6</u> |
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| Topic | Frozen Kingdom | A Childs War/Britain at war | Hola Mexico |
| Texts | Floodland - Marcus Sedgwick Shackleton's Journey – William Grill | Goodnight MR Tom - Michelle Magorian The Boy in the Stripped Pyjamas - John Boyne | Holes - Louis Sachar |
| NC Links - Writing | Identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own. Note and develop initial ideas, draw on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Use a wide range of devices to build cohesion within and across paragraph. Using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing and choosing the appropriate register. Perform own composition using appropriate intonation, volume and movement so that meaning is clear. Summarise (précising) and organise material and support ideas and arguments with any necessary factual detail. | | |
| NC links – Reading | Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction. Read books that are structured in different ways and read for a range of purposes. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. Distinguish between statements of facts and opinions. Retrieve, record and present information from non-fiction. Prepare 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. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. | | |
| NC- Links Speaking and Listening | Maintain attention and participate actively in collaborative conversations, responding to comments. Ask relevant questions to extend their understanding and build vocabulary and knowledge. Listen and respond appropriately to adults and peers. Articulate and justify answers and opinions. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Participate in discussions, presentations, performances and debates. Consider and evaluate different viewpoints, attending to the contributions of others. Select and use appropriate registers for effective communication. Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama. | | |
| Fiction | Short narratives | Narrative dialogue | Comic strips |
| Non- Fiction | Diaries | Speeches Letters | Instructions |
| Poetry | Haiku Poetry | Nonets Song | Free verse poetry |

Our All Saints family shall arise and shine for the light of The Lord is upon us.



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| <p>Other possible additional writing outcomes</p> | <p>Letters Presentations Enquiry Questions Debate Non- chronological reports</p> | <p>Explanation text Diaries Retrieve, record, and present information Historical narratives Information text Posters</p> | <p>Persuasive writing Postcards Retell – Myths and Legends Drama Song Non-chronological report Evaluate and edit</p> |
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