



CSPA English Curriculum
Year 6 Curriculum Map

		Autumn	Spring	Summer
Phonics and decoding	To read fluently with full knowledge of all exception words, root words, prefixes, suffixes and word endings, and to decode any unfamiliar words with increasing speed and skill, recognising their meaning contextual cues.	'Kensuke's Kingdom' by Michael Morpurgo	King Midas and the Golden Wish	The Final Year Matt Goodfellow
Common Exception Words			Caves and caving in Daveley Dale	
Comparing, Contrasting and Commenting	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.	Sport Commentary - reading examples and writing style	The Great Plague Fact sheet: Bumblebees The Giant Panda Bear The way of the Dodo Guide Dogs Weird but wonderful - the octopus Volcanoes	You are awesome Matthew Syed You are a champion Marcus Rashford The Hobbit JRR Tolkien
Words in context and authorial choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	House Captain Speeches 'If I were President' by Catherine Stier	Goodnight Mr Tom Michelle Magorian	The First Year Matt Goodfellow
Inference and Prediction	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues	Christmas Adverts	Code Name Kingfisher Liz Kessler	
Poetry and Performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	All of us knocking on the stable door'		
Non-Fiction	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	Carrie's War Nina Bawden Goodnight Mr Tom Michelle Magorian Candle in the Dark Adele Geras The boy in the striped pyjamas John Boyne		
	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably,			

Phonics and Spelling	<p>considerable/considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>			
Common Exception Words	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>			
Prefixes and Suffixes	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>			
Further spelling conventions	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>			
Letter formation, placement and positioning	<p>To write legibly, fluently and with increasing speed by:-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>- choosing the writing implement that is best suited for a task.</p>			
Joining Letters	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>			
Planning, writing and editing	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p>			

<p>Awareness, audience, purpose and structure</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>			
<p>Sentence construction and tense</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>			
<p>Use of phrases and clauses</p>	<p>To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing</p>			
<p>Punctuation</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>			
<p>Use of Terminology</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>			