

HOLBROOK PRIMARY SCHOOL

English Curriculum Map

YEAR 6



READING

Word Reading	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	
Comprehension	
<p><i>Maintain positive attitudes to reading and understanding of what they read by:</i></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Reading books that are structured in different ways and reading for a range of purposes;</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;</p> <p>Recommending books that they have read to their peers, giving reasons for their choices;</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>Making comparisons within and across books;</p> <p>Learning a wider range of poetry by heart;</p> <p>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</p>	<p><i>Understand what they read by:</i></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>Asking questions to improve their understanding;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied; summarising the main ideas drawn from more than one paragraph</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion;</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves;</p> <p>Participate in discussions about books that are read to them and those they can read</p>

	<p>for themselves, building on their own and others' ideas and challenging views courteously;</p> <p>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</p> <p>Provide reasoned justifications for their views.</p>
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YEAR 6 - WRITING

TRANSCRIPTION			
Spelling		Handwriting	
Pupils should be taught to:	Curriculum 'orange' words		Pupils should be taught to:
<ul style="list-style-type: none"> Words ending in -ible and -able Adding suffixes beginning with a vowel Hyphens The spellings ei and ie Words containing the letter-string ough Silent letters (silent k, g, l, n) Homophones 	achieve amateur ancient apparent appreciate available bargain category committee communicate community competition conscience conscious controversy correspond definite dictionary environment especially existence explanation foreign government guarantee harass hindrance	identity immediate (ly) language leisure lightning mischievous neighbour occupy occur opportunity parliament physical privilege profession pronunciation queue restaurant secretary shoulder soldier stomach sufficient twelfth variety vehicle yacht	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task

COMPOSITION

Pupils should be taught to:

- plan their writing by:
 - **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own**
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering 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, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action**
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - **using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**
- 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**
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **proofread for spelling and punctuation errors**
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VOCABULARY, GRAMMAR AND PUNCTUATION

Word	Sentence	Text	Punctuation
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse (active) versus: The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Identify the subject and object in a sentence 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list • Use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Extract from Holbrook Handwriting Progression

Year 5

An example of writing expected at the end of year 5

Year 5 and 6

Statutory requirements

Writing – handwriting and presentation

Pupils should be taught 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
 - choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Monday 30th April 2018
WALT: write a narrative.
The ignorant family (the Ramsbottoms) went to Blackpool (a sunny sea side with a fresh breeze) a land surrounded by the white horses of the angry sea. Mr and Mrs Ramsbottom and their son (Albert) were all in their best Sunday smart clothes on the soft sand next to the enchanting sea. Albert's family took their son to the most wonderful place which was... THE Zoo. Joyfully the boy dashed into the zoo and the first thing he saw was a display with a crocodile picture but no crocodile. Carefully Albert put his hands through the bars and the crocodile (which was half in the water) latched as quick as he could and grabbed Albert's hand with his big sharpish teeth (which now had blood on them) and ate the little rascal. Leaving Albert's sock wearing Dad, who had seen the whole thing, shout "Mather! Yon' crocodile ate Albert!" and "No he didn't! OMG he did! I will make turn you into a purple slimy creature!" "say we talk to the manager," Dad tutted. "Well hel...!" said the manager. "Yon crocodile ate our son!" Dad screamed at the zoo keeper. "I am sorry about your son, but perhaps I can pay you couple of little green leaves?" responded the manager.

Year 6

An example of writing expected at the end of year 6

Aisha

The Ghosts of Père Lachaise

The -illuminous, pale moon hovered over the sleeping city. As the Eiffel tower was still lit up, the rest of the houses lights became dark and cold. The statues starless, Sombre sky became lighter as the moon showed its pale, round shape.

Lurking through the graveyard - which was very dark - was a strange young girl running and wearing a red jacket and yellow boots. It was as if she was sprinting away from something. As the young girl, who was panting loudly, moved through the graveyard she nearly tripped over but continued stamping her boots on the cobbles. She ran past the grave of Jim Morrison (which the fireflies lit up) and Honoré de

The Ghosts of Père Lachaise!

starless, sombre sky the large, us moon - above the canopy of gs - illuminated the sleepy town of light shone from every g like stars in the shadowy sky. es sat snug as their spindly fingers pointed in every direction glaring down at the ground thier feet settle on: standing tall and bold, the Eiffel Tower glistened brightly.

Panting, a hooded mysterious figure sprinted past a gravestone - which on top lay murky beer bottles - and fireflies fluttered around furiously. She was wearing a scarlet hoodie and on her feet dung mustardy yellow boots. Houses, trees, tombstones and lights dashed before her eyes. Although it a gloomy and eerie atmosphere crept around (which most people would be afraid of) the eleven-year-old child seemed

Non-fiction text type progression

During the year, you should teach the text types highlighted in blue below, which are new to the year group, as a whole unit of writing. Choose from the other text types in black, which have been taught in previous year groups, as mini-outcomes within other units.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts Instructions	Recounts Instructions Report Letters (informal) Diaries	Recounts Instructions Report Letters (informal) Diaries Explanation	Recounts Instructions Report Letters (formal) Diaries Explanation Persuasion	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report Discussion

Poetry Technique Guidance					
During the year, you should teach the poetic techniques highlighted in blue below, which are new to the year group, as part of a poetry or narrative unit. This is so that the pupils will be able to use these poetic techniques to enhance their descriptive writing.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alliteration	Alliteration Similes	Alliteration Similes (wider range)	Alliteration Similes Onomatopoeia	Alliteration Similes Onomatopoeia Personification	Alliteration Similes Onomatopoeia Personification Repetition Metaphors

Holbrook Punctuation Progression (Whole school)					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation Capital letter Full stop Question mark Exclamation mark	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list

	Apostrophes (missing letters and singular possession)	Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks')	Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession	Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes	Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes Ellipsis Hyphen Colon Semi-colon Bullet Points
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Holbrook Grammar Progression						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD	Letter Word Singular Plural Suffix Prefix	Suffix Prefix	Suffix Prefix Consonant Vowel	Suffix Prefix Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonyms Antonyms Subject Object
SENTENCE	Coordinating conjunctions: and	Coordinating conjunctions: or, and, but Subordinating conjunctions:	Conjunctions: when, before, after, while, so, because	Conjunctions: when, before, after, while, so, because	Conjunctions: when, before, after, while, so, because Clause	Conjunctions: when, before, after, while, so, because Clause

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		when, if, that, because	Clause Subordinate clause	Clause Subordinate clause	Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun	Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun Passive and active voice Subjunctive forms
TENSE		Present simple Past simple Present progressive Past progressive	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect
SENTENCE TYPES		Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
WORD TYPES		Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverbs	Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverbs Prepositions	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Modal verbs	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Adverbials for cohesion Modal verbs

Spelling Progression				
YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Adding the suffix -ment	The short i sound spelt with the letter y	The short u sound spelt ou	Words ending in shus spelt -cious	Words ending in -ible and -able
Adding the suffix -ness (<i>adding to a root word with no change to the root word</i>). -ness (<i>swapping y to i</i>).	Adding the prefixes dis- and in-	Adding the prefix mis-	Words ending in shus spelt -tious	Adding suffixes beginning with a vowel
Adding the suffix -ful	Adding the prefix im- to root words beginning with m or p	Adding the prefix auto-	Words ending in shul spelt -cial or -tial	Hyphens
Adding the suffix -less	Adding the prefix re-	Adding the prefix inter-	Words ending in -ent	The spellings ei and ie
Adding the suffix -ly	Adding the prefix anti-	Adding il- and revising un- , in- , mis- and dis	Words ending in -ence	Words containing the letter-string ough
The j sound.	Adding the prefix super-	Adding ir- to words beginning with r	Words ending in -ant , -ance and -ancy	Silent letters (<i>silent k, g, l, n</i>)
Soft c .	Adding the prefix sub-	Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	Words ending in -ible	Homophones
The n sound spelt kn and gn .	Adding -ation to verbs to form nouns	Words ending in zhuh spelt -sure	Words ending in -able	Years 5 and 6 word list
The r sound spelt wr .	Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	Words ending in zhun spelt -sion	Words ending in -ibly and -ably	
Words ending in -le .	Words ending in -ture	Words ending in -ous	The ee sound spelt ei	
Words ending in -el .	Adding the suffix -ous	Adding the prefix super-	Words that contain the letter-string ough	
Words ending in -al .	Adding the suffix -ion (<i>to root words ending in t or te</i>)	Adding the prefix sub-	Words with silent letter b	
Words ending in -il	Adding the suffix -ian (<i>to root words ending in c or cs</i>)	The c sound spelt -que and the g sound spelt -gue	Words with silent letter t	
Words where s makes the zh sound.	Words with the c sound spelt ch	Words with the s sound spelt sc	Homophones	
The igh sound spelt y	Words with the sh sound spelt ch	Words with the ay sound spelt ei , eigh , ey	Years 5 and 6 word list	
Adding the suffix -es (<i>where the root word ends in y</i>).	Homophones	Possessive apostrophes with plural words		
Adding the suffix -ed (<i>swapping y for i</i>). Adding the suffix -ed (<i>dropping e to add -ed</i>)	Years 3 and 4 word list	Homophones		

Adding the suffixes -er or -est (swapping y for i). Adding the suffixes -er or -est (words where no change is needed; words ending in e). Adding the suffixes -er or -est (doubling consonant, where the root word ends in short vowel plus consonant).		Years 3 and 4 word list		
Adding the suffix -y (to words ending in e). Adding the suffix -y (to words ending in a short vowel and a consonant).				
Adding the suffix -ing (to words ending in e or ie). Adding the suffix -ing (to words ending in a short vowel and a consonant).				
The or sound spelt a before l and ll .				
The u sound spelt o , and the or sound spelt ar after w .				
The ee sound spelt ey .				
The o sound spelt a after w and qu .				
The ir sound spelt or after w .				
The u sound spelt o , and the or sound spelt ar after w .				
Words ending in -il and words where s makes the zh sound.				
Words ending in -tion .				
Homophones				
Possessive apostrophes				
Contractions and apostrophes				
Common exception words for Year 2				

