| English Curriculum Map Year: 6   Class: Woodcock   Year: 2023-2024 | | | | | | |

St Mary's & St Benedict's RC Primary School

|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Timescale	7 weeks	8 weeks	5 weeks	5 weeks 4 days	5 weeks 4 days	7 weeks
Topic	Novel as a Theme Recount: Biography	Classic Fiction Persuasion: A Formal Review	Older Literature Information Text: Hybrid	Myths and Legends Explanations	Detective / Crime Fiction & Flashbacks Discussion and Debate	Recount: Autobiography Classic Narrative Poetry
Focus Texts (picture/bk/author)	Running Wild by Michael Murporgo Robinson Crusoe by Daniel Defoe	The Selfish Giant by Oscar Wilde Cinderella Pantomime - Review of a live performance	Macbeth by William Shakespeare Jane Eyre retold by Gill Tavner	The Orchard book of Greek Myths The History Detective Investigates by Neil Tonge	An Oxford Anthology of Mystery Stories by Dennis Hamley The London Eye Mystery by Siobhan Dowd	Mud, Sweat and Tears Junior Edition by Bear Grylls Boy Tales of Childhood by Roald Dahl
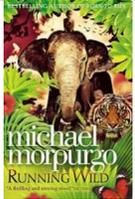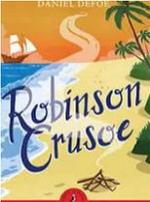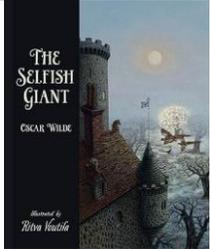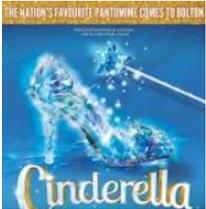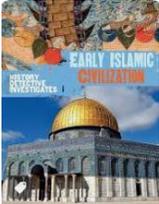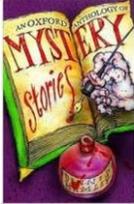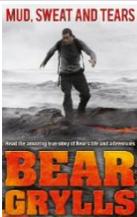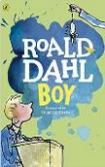
Link Texts	Bear Grylls Mission Survival – Gold of the Gods Amazon Adventure by Willard Price Little People, Big Dreams – Ernest Shackleton Tenzig Norgay	If I Were a Giant by Jackie Hosking The Wizard of Oz by L Frank Baum Alice in Wonderland by Lewis Carroll	Romeo and Juliet by William Shakespeare. Shakespeare Stories by Leon Garfield. Stories from Shakespeare by Usborne. Jane Eyre by Charlotte Bronte. Jane Eyre retold by Gill Tavner . David Copperfield by Charles Dickens. David Copperfield retold by Gill Tavner.	Greek Myths by Marcia Williams Arachne on the Literacy Shed website The Complete Skeleton Book by Sue Palmer Circulatory System	A range of persuasive texts which promote the idea of animals being used for entertainment	Mud, Sweat and Tears Junior Edition by Bear Grylls. Jessica Ennis Unbelievable (extracts). Who We Are by One Direction. Bill Peet: An Autobiography.
Enrichment/visits/ Authors etc	Black History Month October (The Battle of Bamber Bridge) National Poetry Day – Refuge 5th Oct	Black History Month October Theatre Visit – Pantomime December	Library visit – visit to a local library or visit to school	World Book Day 7th March World Poetry Day 21st March Shakespeare Week 18th–24th March	World Day for Cultural Diversity 21st May	National Summer Reading Challenge in conjunction with the library throughout the summer holidays
Unit 1 scaffolded outcome	Novel as a theme Purpose: To write a survival adventure narrative using passive voice to create suspense and blending action,	Classic Fiction Purpose: to write a new chapter for, or story linked to, a classic text which includes:	Older Literature Purpose: to write a modern version of a scene from a play from older literature. Drawing on techniques used by	Myths and Legends Purpose: to write a myth, identifying the audience and purpose that blends action, dialogue and description within	Detective / Crime Fiction & Flashbacks Purpose: to write a story told in flashback which includes:	Recount: Autobiography Purpose: to write an autobiography, in role, which includes: devices to build cohesion.

	dialogue and description. <u>Audience:</u> To be read to the whole class	words chosen for effect (considering synonyms and antonyms). appropriate use of archaic language. devices to build cohesion between paragraphs and features of the genre. <u>Audience:</u> Stories to be used for a class book to be shared in the reading area.	modern day writers who have retold these stories. Selecting appropriate vocabulary and language effects, including ellipsis to link ideas between paragraphs. <u>Audience:</u> Groups to perform their scene to the whole class	sentences and paragraphs <u>Audience:</u> Include stories in our class book held in the reading area	semi-colons to mark the boundary between independent clauses. knowledge of root words, prefixes and suffixes. techniques, identified in the work of published authors, which are used to create specific effects. <u>Audience:</u> Children to read their stories to the class	sentences which have been manipulated to create particular effects. <u>Audience:</u> To be read to the rest of the class and added to whole class book
Unit 1 independent outcome	<u>Purpose:</u> Innovated survival adventure story using active and passive voice to create suspense and blending action and description. <u>Audience:</u> BBC 500 words short story competition	<u>Purpose:</u> A new story using characters and plot structures from a classic novel using appropriate archaic language and devices to build cohesion between paragraphs. <u>Audience:</u> Stories to be used for a class book to be kept in the reading area.	<u>Purpose:</u> to write a modern version of a scene from a play from older literature. Drawing on techniques used by modern day writers who have retold these stories. <u>Audience:</u> to share with an author – Gill Tavner	<u>Purpose:</u> to write a myth that will amaze or intrigue an audience, blending action and description within sentences and paragraphs <u>Audience:</u> To entertain pupils in Year 5	<u>Purpose:</u> A crime / detective story that is written in flashback using techniques which create specific effects, identified in the work of published authors. <u>Audience:</u> to be added to the class story book to entertain and intrigue others	<u>Purpose:</u> An autobiography, written in role which includes: devices to build cohesion. sentences which have been manipulated to create particular effects. the features of autobiography (recount). <u>Audience:</u> To be shared with the rest of the class
Unit 2 scaffolded outcome	Recount: Biography <u>Purpose:</u> to write a biography which includes:	Persuasion <u>Purpose:</u> to write a review which includes:	Information Text - Hybrid <u>Purpose:</u> A hybrid text about a hero/heroine or a villain,	Explanation <u>Purpose:</u> to write an explanation of how a mystery was solved linked to a story using	Discussion and Debate <u>Purpose:</u> A discursive essay that includes for and against	Classic Narrative Poetry <u>Purpose:</u> to write a poem, based on a

	Devices to build cohesion between sentences and paragraphs. Appropriate organisational and layout features. Appropriate vocabulary and grammar choices. Audience: Create a display within the classroom	Devices to build cohesion between paragraphs. Persuasive devices, making conscious choices about techniques to engage the reader. Standard English and passive voice. Audience: Share reviews with others in school (school website)	demonstrating text features from a number of different text types and forms, for example persuasive speech, a recount and report. Audience: Share with the class or read to other year groups.	devices to build cohesion and manipulating sentences for effect including using active and passive voice to achieve intended effects. Audience: Explanations to be shared as a presentation to the class	arguments using devices to build cohesion. Investigating and collecting a range of synonyms and antonyms. Audience: Share with the rest of class.	model, which includes appropriate use of: vocabulary and language effects for impact. breaking writing conventions for effect. careful selection of words – specific nouns, well-chosen adjectives, verbs and adverbs. – imagery – similes, metaphors and personification. Audience: Perform to the whole class
Unit 2 independent outcome	Purpose: to research and write a biography manipulating sentences to create particular effects Audience: Share with the rest of school via class blog on Purple Mash	Purpose: A formal review of a live performance selecting the appropriate language and structures to engage the reader including appropriate tone and style. Audience: To share reviews on the theatre website	Purpose: A hybrid text about a hero/heroine or a villain containing a mixture of text types and forms, for example persuasive speech, a recount and report. Audience: Using their writing hold a class debate – who is the most villainous? Who is the greatest hero?	Purpose: An explanation linked to a detective fiction story using devices to build cohesion and manipulating sentences for effect Audience: Explanations to be shared as a presentation to the class	Purpose: A formal debate using devices to build cohesion between paragraphs. Making conscious choices about techniques to engage the reader including the appropriate tone and style Audience: Whole class debate	Purpose: A performance of poems learned by heart A performance of a new poem, which includes appropriate use of: vocabulary and language effects for impact. Audience: Presentation to the class