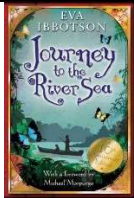
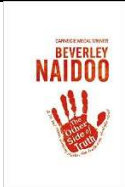
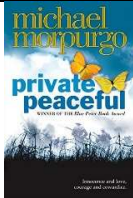
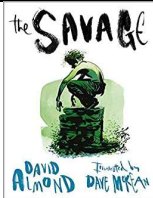
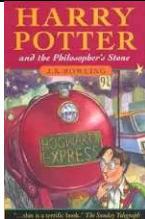
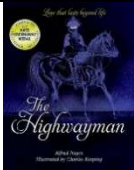


Mansbridge Primary English Map

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Summarising the main ideas drawn from more than one paragraph • Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts					
	• Distinguishing between statements of fact and opinion • Using relevant textual reference and/or quotation to support views • Predicting what might happen from details stated and implied • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations	• Using relevant textual reference and/or quotation to support views • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect. • Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience • Learning poetry by heart	• Distinguishing between statements of fact and opinion • Using relevant textual reference and/or quotation to support views • Predicting what might happen from details stated and implied • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.	• Distinguishing between statements of fact and opinion • Using relevant textual reference and/or quotation to support views • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text	• Using relevant textual reference and/or quotation to support views • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience • Learning poetry by heart • Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.
Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

English: Key Texts	 Journey to the River Sea <i>Eva Ibbotson</i>	 The Other Side of Truth <i>Beverley Naidoo</i>	 Private Peaceful <i>Michael Morpurgo</i>	 The Savage <i>David Almond</i>	 Shakespeare Stories (Macbeth) <i>Leon Garfield</i>	 Harry Potter and the Philosopher's Stone <i>J K Rowling</i>
Key Vocabulary	<u>Journey to the River Sea</u> Governess (noun) Elegance (adj) Disembark (verb) Snub (verb) Berate (verb) Rancid (adj) Rapt (adj) Formidable (adj)	<u>The Other Side of Truth</u> Journalist (noun) Asylum (noun) Deportation (noun) Flounder (verb) Wrench (verb) Distorted (adj) Oppression (noun) Vivid (adj)	<u>Private Peaceful</u> Reprieve (noun) Defiance (noun) Vestige (noun) Confinement (noun) Poach (verb) Supercilious (adj) Mutinous (adj) Resounding (adj)	<u>The Savage</u> Savage (adj) Counsellor (noun) Inadequate (adj) Untamed (adj) Animalistic (adj) Grief (noun) Solace (noun) Rage (noun)	<u>Macbeth</u> Configurations (noun) Prophecies (noun) Salvage (verb) Pronounce (verb) Treacherous (adj) Withered (adj) Imperiously (adv) Sombrely (adv)	<u>Harry Potter</u> Bewildered (adj) Bewitched (adj) Gargoyle (noun) Prophet (noun) Burnished (adj) Apothecary (noun) Miniscule (adj) Supple (adj)
Additional Texts	Variety of information texts about Brazil and the Amazon	 Poetry: The Highwayman <i>Alfred Noyes</i>	<i>Winston Churchill's War Speeches</i> Digital Literacy: BBC Teach / Schools Radio: Private Peaceful		Digital Literacy: BBC Teach / Schools Radio: Macbeth	 Poetry: If <i>Rudyard Kipling</i>

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Writing Outcomes	<u>Diary entry in role as Maia</u> Audience: their self, in role Purpose: To inform <u>Formal letter of complaint to the Hotel Paradiso</u> Audience: hotel manager Purpose: To discuss	<u>Additional scene for The Other Side of Truth</u> Audience: peers Purpose: to entertain <u>Newspaper Report</u> Audience: readers of newspapers in the UK Purpose: To discuss	<u>Informal letters between characters in Private Peaceful</u> Audience: the chosen character Purpose: To inform <u>Speech in the style of Churchill</u> Audience: villagers Purpose: to persuade <u>Additional scene for Private Peaceful</u> Audience: peers Purpose: to entertain	<u>Character descriptions – own version of The Savage</u> Audience: peers Purpose: to entertain <u>Internal monologues – Blue, Hopper or The Savage</u> Audience: peers Purpose: to entertain	<u>Letter between characters from Macbeth</u> Audience: the chosen character Purpose: to persuade	<u>Narrative scene inspired by Harry Potter</u> Audience: peers Purpose: to entertain <u>Harry Potter Fact File</u> Audience: own choice Purpose: to entertain
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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills	- In the planning of their writing, note and develop initial ideas and draw on reading and research when necessary. - Make choices to change and enhance meaning in terms of vocabulary, punctuation and grammar. - Evaluate and edit by assessing the effectiveness of their own and others' writing. - Proof read to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose. - Précis longer passages - Perform their own compositions using appropriate intonation volume and movement so that meaning is clear - Select the appropriate form and using other similar writing as models for their own - In their selections of vocabulary and grammar, demonstrate an understanding of how these choices can change and enhance meaning for the audience - Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning - Consistent 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 Spelling: - Using further prefixes and suffixes and understanding the guidance for adding them - Accurate spelling of words with silent letters - Continuing to distinguish between homophones and other words which are often confused - Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically (as listed in Appendix 1) - Using dictionaries to check the spelling and meaning of words - Using a thesaurus Handwriting: - Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for the task - Using an un-joined style – for example – for labelling a diagram/ writing e-mail address - Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft					
	<u>Diary entry in role as Maia</u> - Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun) - modal verbs or adverbs to indicate degrees of possibility	<u>Additional scene for The Other Side of Truth</u> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action	By Spring term, emphasis is placed on pupils making their own selections of vocabulary, punctuation and grammar as they deem appropriate to the audience and purpose			

	<u>Formal letter of complaint to the Hotel Paradiso</u> • Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms • Using hyphens to avoid ambiguity • Using dashes, brackets or commas to indicate parenthesis	• Using a wide range of devices to build cohesion within and across paragraphs • Using colons, semi-colons or dashes to mark boundaries between independent clauses <u>Newspaper Report</u> • Using passive verbs to affect the presentation of information within a sentence • Using the perfect form of verbs to mark relationships of cause and time • Using organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) • Using expanded noun phrases to convey complicated information concisely • Punctuating bullet points consistently (through the planning process)	
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