

Year 6 Reading English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Terrible Tudors		The Ancient Egyptians		Our Changing World	
Suggested Whole Class Reading texts	Wonder – R.J. Palacio A Midsummer Night's Dream Macbeth		Secrets of a Sun King – Emma Carroll		Floodland – Marcus Sedgwick	
Progression of skills – Spoken Language	Speaking/listening • Give and justify an opinion in an appropriate manner • Agree and disagree constructively with others' views • Monitor the effect of my talk on the listener and adapt it in response • Make notes when listening for a sustained period • Identify and adopt the features of formal register • Analyse and evaluate a range of successful speakers for useful techniques		Discussion (primarily through D&T topics) • Use the conventions and language of formal debate • Successfully counter another argument during a debate or discussion • Consider, evaluate and build on different viewpoints during debates and discussions		Drama (primarily through production) • To interpret and rehearse scenes from published plays • To sustain a character in role • To organise and present a play for an invited audience	
Progression of skills – Reading	Word reading and fluency • Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)					
	Being a reader • Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books • Increase their familiarity with fiction genres including myths and legends • Increase their familiarity with fiction genres including classic fiction • Increase their familiarity with fiction genres including modern and classic fiction • Discuss and compare a range of children's authors and poets • Discuss and compare a range of children's authors and poets (including classic authors) • Read for a range of purposes • Prepare poems and play scripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and					

	word emphasis so that the meaning is clear to an audience • Learn classic poems by heart • Identify, discuss and compare themes • Use pertinent and technically specific vocabulary when talking about books • Show an understanding of texts through formal presentation and debate • Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
	Reading comprehension • Answering questions: answer a range of question types on single and multiple texts • Clarifying: check that the text makes sense to them and use questioning and discussion to further their understanding • Imagining: empathise with emotions in deeper texts • Inferring: revise conclusions based on new evidence in the text : develop explanations of inferred meanings • Linking: explain in detail how the contexts in which texts are written contribute to meaning • Predicting: refine and verify predictions in discussion with others • Summarising: summarise the key points in a more complex text, using their own words to establish clear meaning Understanding purpose and viewpoint • Compare differing purposes and viewpoints in texts on similar topics • Explain purpose and viewpoint with reference to evidence in the text • Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created Understanding text organisation: • Explain the series of choices an author has made in structuring and organising their text • Explain how an author uses text structure and organisation to manipulate the reader Understanding writers' use of language • Identify formality in texts and the use of standard and non-standard English • Describe and evaluate the choices an author has made in their use of language • Explain how an author has used language to manipulate the reader
	Being a researcher • Extend note-taking by grouping and linking notes and using abbreviations • Précis longer passages • Orchestrate a full range of research skills to conduct and present an independent research project

