



Ingol Community Primary School
Y6 English Map 2025 - 2026

	Autumn 1 7 Weeks 4 Days	Autumn 2 6 Weeks 4 days	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 6 weeks	Summer 2 6 ½ Weeks
Class novel/ collection of stories	The Nowhere Emporium – Ross Mackenzie	The Nowhere Emporium – Ross Mackenzie	The First Year – Matt Goodfellow	Skellig – David Almond	Wonder – R. J. Palacio	Wonder – R. J. Palacio
Unit + skills	<p><u>Novel as a theme (5 weeks)</u></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Manipulate sentences to create particular effects. - Use repetition of a word or phrase to link ideas between paragraphs. - Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. - Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. - Select the appropriate structure, vocabulary and grammar. - Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. - Compare how authors develop characters and settings (in books, films and performances) - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. - Blend action, dialogue and 	<p><u>Explanations (2 weeks)</u></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Manipulate sentences to create particular effects. - Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>. - Use devices to build cohesion between paragraphs in explanatory texts e.g. <i>similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>. - Identify and use colons to introduce a list. - Selecting the appropriate language and structures. - Using devices to build cohesion. - Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative. - Evaluate and edit by: <ul style="list-style-type: none"> - Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Proofreading for grammatical, spelling and 	<p><u>Classic Fiction (6 weeks)</u></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. - Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i> - Explore, collect and use question tags typical of informal speech and writing e.g. <i>“He’s your friend, isn’t he?”</i> - Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>“If I were able to come to your party, I would; The school requires that all pupils be honest</i> - Draw on similar writing models, reading and research - Compare how authors develop characters and settings (in books, films and performances) - Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. - Select the appropriate 	<p><u>Older Literature (3 weeks)</u></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Manipulate sentences to create particular effects. - Use ellipsis to link ideas between paragraphs. - Investigate and collect a range of synonyms and antonyms e.g. <i>heroic, bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek</i>. - Draw on similar writing models and reading. - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. - Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. - Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g. repeated use of ‘and’ to convey tedium, one word sentence. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> - Listen and respond 	<p><u>Classic Narrative Poetry – End of KS2 Expectations (5 weeks and 2 days) – Cross over to Summer 2</u></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact - Select appropriate register for formal and informal purposes - Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts - Manipulate sentences to create particular effects. - Explore, collect and use question tags typical of informal speech and writing e.g. <i>“He’s your friend, isn’t he?”</i> - Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action - Consciously control the use of different sentence structures for effect. - Deviate narrative from linear or chronological sequence - Explore, collect and use vocabulary typical of formal 	<p><u>Biographies (3 weeks)</u></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Manipulate sentences to create particular effects. - Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then</i>. - Plan their writing by drawing on similar writing models, reading and research. - Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. - Proofreading for grammatical, spelling and punctuation errors. - Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement. <p><u>Texts</u></p> <ul style="list-style-type: none"> - Based on Michelle Obama (http://bit.ly/Sk2468)



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	<p>description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</p> <ul style="list-style-type: none"> - Consciously control the use of different sentence structures for effect. - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Proofread for grammatical, spelling and punctuation errors. <p>Link a magic or circus poem into the unit – integrate poems</p> <p><u>Texts</u> The Nowhere Emporium – Ross Mackenzie</p>	<p>punctuation errors.</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> - Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong. - The History Detective Investigates: Anglo-Saxons by Neil Tonge. - The Boys' Book: How to be the Best at Everything by Guy MacDonald. (<i>note: take care to select explanation texts from this book – such as How to Fly a Helicopter – not instruction texts</i>). - Why? Encyclopaedia by DK. - A Really Short History of Nearly Everything by Bill Bryson. - The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer 	<p>structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> - Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" - Proofread for grammatical, spelling and punctuation errors. - Use appropriate and effective intonation and volume - Use several different strategies interactively in order to spell correctly - Spell words from the Year 6 List <p><u>Texts</u> Goodnight Mister Tom – Michelle Magorian</p>	<p>appropriately to adults and their peers.</p> <ul style="list-style-type: none"> - Ask relevant questions to extend their understanding and knowledge. - Use relevant strategies to build their vocabulary. - Articulate and justify answers, argument and opinions. - Give well-structured descriptions, explanation and narratives for different purposes, including for expressing feelings. - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play/improvisations and debates. - Gain, maintain and monitor the interest of the listeners. - Consider and evaluate different viewpoints, attending to and building on contributions of others. - Select and use appropriate registers for effective communication. <p><u>Texts</u></p>	<p>and informal speech and writing e.g. find out – discover, ask for – request, go in – enter - Use a range of devices to build cohesion</p> <ul style="list-style-type: none"> - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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) - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. direct address in persuasive writing) - Use verb tenses consistently and correctly throughout their writing <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers. - Ask relevant questions to extend their understanding and knowledge. - Use relevant strategies to build their vocabulary. - Articulate and justify answers, argument and 	
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				<p><i>Macbeth</i> by William Shakespeare</p>	<p>opinions. -Give well-structured descriptions, explanation and narratives for different purposes, including for expressing feelings. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Speak audibly and fluently with an increasing command of Standard English -Participate in discussions, presentations, performances, role play/improvisations and debates. -Gain, maintain and monitor the interest of the listeners -Consider and evaluate different viewpoints, attending to and building on contributions of others. -Select and use appropriate registers for effective communication.</p> <p><u>Texts</u> <i>The Lion and Albert</i> – Marriott Edgar</p>	
Unit + skills	<p><u>Information Text Hybrid (2 weeks)</u></p> <p>Writing Skills: -Use devices to build cohesion between paragraphs in persuasive,</p>	<p><u>Poetry - Novel (4 weeks)</u></p> <p>Writing Skills: -Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful,</i></p>		SATs Boosters		



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<p>discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</p> <ul style="list-style-type: none">-Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved-Select the appropriate structure, vocabulary and grammar.-Draw on similar writing models, reading and research-Identify the audience and purpose-Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.-Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.-Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. <p>Texts The Nowhere Emporium - Ross Mackenzie</p>	<p><i>well-behaved.</i></p> <ul style="list-style-type: none">-Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i>-Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.-Use devices to build cohesion. <p>Texts The Final Year - Matt Goodfellow</p>				
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<p>Unit + skills</p>	<p><u>Poetry with Imagery (Integrated)</u></p> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> - Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> - Evaluate and edit by: <ul style="list-style-type: none"> - reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - proofreading for grammatical, spelling and punctuation errors. - Selecting the appropriate language and structures. - Drawing on similar writing models, reading and research. - Selecting appropriate vocabulary and language effects for precision and impact. <p><u>Texts</u> <u>Integrated with The Nowhere Emporium</u></p>	<p><u>Poetry on a theme (Integrated)</u></p> <ul style="list-style-type: none"> - Select the appropriate language and structures. - Draw on similar writing models, reading and research. - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> - Intonation and volume. - Gesture and movement. - Audience engagement. <p><u>Texts</u> <u>The Final Year – Matt Goodfellow</u></p>				
<p>Writing Opportunities Outcomes</p>	<ul style="list-style-type: none"> - To write a narrative based on a model text with an innovated plot structure – <i>create a class book</i> - To create a magazine page focusing on magic or the circus – <i>display and create class magazine</i> - To write a poem with imagery based on magic or the circus – <i>orally perform for website</i> 	<ul style="list-style-type: none"> - To write an explanation text – <i>share explanations with another class</i> - To write a classic poem based on a theme (Year 6) – <i>display with work on The Final Year</i> - To write a short story from another perspective – <i>share with the class.</i> 	<ul style="list-style-type: none"> - To write using an innovated plot structure from a classic novel – <i>share with the class.</i> 	<ul style="list-style-type: none"> - To write a scene for a story – <i>display scenes</i> 	<ul style="list-style-type: none"> - To write a short debate – <i>orally perform for website</i> - To write a flashback narrative – <i>share with the class.</i> - To write a letter of complaint – <i>share explanations with another class</i> - To write a TripAdvisor Review – <i>share explanations with another class</i> 	<ul style="list-style-type: none"> - To write and present a biography – <i>create project book based on North America</i>