



WESTGATE ACADEMY ENGLISH CURRICULUM MAP - YEAR 6



TEXT TYPE COVERAGE

Year 6 will cover each of the following text types over the year. Where possible, they will link to the Topic learning for each term.

- Narrative
- Non-chronological reports
- Poetry
- Recount
- Persuasion
- Explanation
- Discussion
- Instructions

Take One Book Units – There will be at least three units per year where a book will become the stimulus for English learning. Children will practise vocabulary, grammar and punctuation skills throughout.

VOCABULARY, GRAMMAR AND PUNCTUATION

WORD	SENTENCE	TEXT	PUNCTUATION	TERMINOLOGY
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>

SPELLING COVERAGE

- Revision of work from Year 5
- Adding suffixes beginning with vowel letters to words ending in *-fer*
- Use of the hyphen
- Words with the /i:/ sound spelt *ei* after *c*
- Words ending in *-ant*, *-ance/-ancy*, *-ent*, *-ence/-ency*
- Homophones and other words that are often confused

YEAR 5 AND YEAR 6 STATUTORY WORD LIST

accommodate	committee	embarrass	immediate(ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(ly)
according	community	equip(-ped, -ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience*	exaggerate	language	profession	sufficient
amateur	conscious*	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic+ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	