



# St Saviour's C.E. Primary School Curriculum Map – English: reading

Year Six

<b>Ongoing objectives</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet</li> <li>• Ask questions to improve their understanding</li> <li>• Draw inferences and justify inferences with evidence</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves</li> <li>• Increase their familiarity with a wide range of books</li> </ul>		
	<b>Theme of texts</b>	<b>Texts</b>	<b>Objectives</b>
<b>Term 1</b>	<b>Migration and movement</b>	<p><b>The Unforgotten Coat</b> by Frank Cottrell Boyce</p> <p><b>Rain Player</b> by David Wisniewski &amp; <b>History in Infographics: The Maya</b> by Jon Richards and Jonathan Vipond</p>	<ul style="list-style-type: none"> <li>• Check that the book makes sense to them</li> <li>• Predict what might happen</li> <li>• Summarise the main ideas</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Read books that are structured in different ways and read for a range of purposes</li> <li>• Identify and discuss themes and conventions</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>• Provide reasoned justifications for their views</li> </ul>
<b>Term 2</b>	<b>Evolution and inheritance</b>	<p><b>The Promise</b> by Nicola Davies and Laura Davies</p> <p><b>Can We Save the Tiger?</b> by Martin Jenkins and Vicky White</p>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language</li> <li>• Explain and discuss their understanding of what they have read</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Learn a wider range of poetry by ear</li> <li>• Prepare poems and plays to read aloud and to perform</li> <li>• Summarise the main ideas drawn from more than one paragraph</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Provide reasoned justifications for their views</li> </ul>
<b>Term 3</b>	<b>Enterprise and activism</b>	<b>The Invention of Hugo Cabret</b> by Brian Selznick *book and film	<ul style="list-style-type: none"> <li>• Identify and discuss themes and convention</li> <li>• Make comparisons within and across books</li> <li>• Provide reasoned justifications for their views</li> <li>• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> </ul>

# St Saviour's C.E. Primary School Curriculum Map – English: reading

		<b>Suffragette: The Battle for Equality</b> by David Roberts	
<b>Term 4</b>	<b>Utopia vs. dystopia</b>	<b>The Three Little Pigs Project</b> by The Guardian *film  <b>The Boy in the Tower</b> by Polly Ho-Yen	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Provide reasoned justifications for their views</li> <li>• Make comparisons within and across books</li> </ul>
<b>Term 5</b>	<b>Good vs bad</b>	<b>Grimm Tales for Young and Old</b> by Phillip Pullman  <b>Romeo and Juliet</b> William Shakespeare, Helen Street and Charly Cheung *book and film	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Learn a wider range of poetry by ear</li> <li>• Prepare poems and plays to read aloud and to perform</li> <li>• Check that the book makes sense to them</li> <li>• Provide reasoned justifications for their views</li> </ul>
<b>Term 6</b>	<b>Crossing borders</b>	<b>Night Mail</b> by W H Auden and GPO Film Unit *poem and film  <b>Some Places More Than Others</b> by Renee Watson	<ul style="list-style-type: none"> <li>• Learn a wider range of poetry by ear</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language</li> <li>• Prepare poems and plays to read aloud and to perform</li> <li>• Predict what might happen</li> <li>• Summarise the main ideas drawn from more than one paragraph</li> <li>• Explain and discuss their understanding of what they have read</li> </ul>