



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

Year Six

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

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