

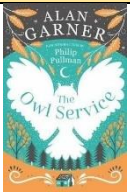
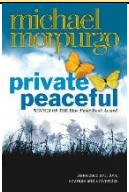
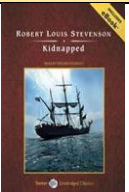
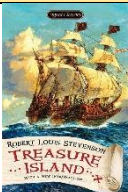

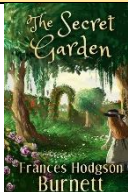
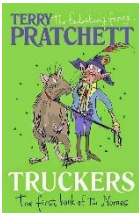
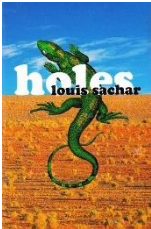
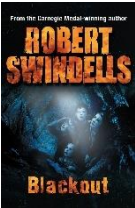

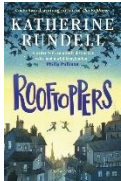
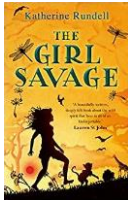
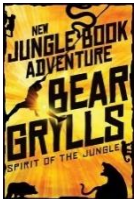
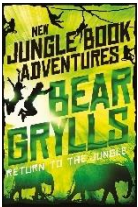

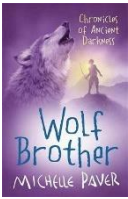

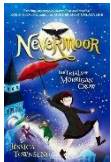




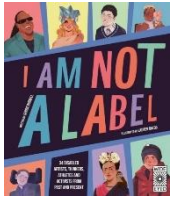
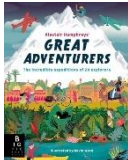
# Year Six English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching: <ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>						
Narrative	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</li> <li>Pupils should be taught to recognise themes in what they read, such as loss or heroism. and have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>Draft &amp; write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					
	<u>Stories with a historical setting</u> Street Child (Berlie Doherty)	<u>Classic Fiction</u> A Christmas Carol – Tony Mitton plus use of film extracts and radio extracts	<u>Author Study – Michael Morpurgo</u> The Giant’s Necklace Kensuke’s Kingdom	<u>Stories with issues and dilemmas</u> Varmints (Helen Ward) The Arrival (Shaun Tan)	<u>Stories with diverse representations</u> Henry’s Freedom Box + BOX. Henry Brown Mails Himself to Freedom	<u>Science Fiction Stories</u> Film and text extracts which build suspense. Alma (Literacy Shed)
Suggested outcome	Re-work an event from the story from the viewpoint of another character	Character Analysis	Narrative based around the character’s experience of falling into a mine and meeting the ghostly miners (or other event from the text)	First person recounts Setting descriptions Letters of persuasion in role as a character	Biography	Focus on suspense to create an encounter description, build in strong and considered use of vocabulary.
Non-Narrative	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</li> <li>Pupils should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>When using reference books, pupils should be shown how to use contents pages and indexes to locate information</li> <li>The skills of information retrieval that should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>					
	<u>Non-Chronological Report</u> Content can be based on another subject but children must see models in English lessons Tuesday (David Wiesner)	<u>Discussion/Balanced argument</u> Key Question given	<u>Formal and informal letter</u> Kensuke’s Kingdom (Michael Morpurgo)	<u>Persuasive leaflet or other persuasive text</u> Varmints (Helen Ward)	<u>Short tasks opportunity</u> Choose a text and give opportunities for children to independently demonstrate their writing skills. Moth by Isabel Thomas – link to Science	<u>Non- Chronological Reports</u> Content can be based on another subject but children must see models in English lessons
Suggested outcome	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience.	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	Use models to write letters which have a clear audience and purpose and which present a contrast in formality	Construct an argument to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness		Leaflet about school

<b>Poetry and plays</b>	<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		
	<p><b>Language focus</b></p> <p>Figurative language - City Jungle by Pie Corbett</p>	<p><b>Structure Focus</b></p> <p>Review of poetry types</p>	<p><b>Classic Poetry</b></p> <p>Narrative Poem – Highwayman (Alfred Noyes)</p>
<b>Suggested outcome</b>	Build on imagery and include onomatopoeia and personification.	Create similar poems, innovating from model Learn to perform poems	Learn to read and perform poems

## Year Six Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		The Owl Service – Alan Garner		Private Peaceful – Michael Morpurgo		Kidnapped – Robert Louis Stephenson		Treasure Island – Robert Louis Stephenson		The Silver Sword - Ian Serallier		The Secret Garden – Frances Hodgson Burnett
		Trickers – Terry Pratchett		Holes – Louis Sachar		Blackout – Robert Swindells		Wonder – RJ Palacio		Rooftoppers - Katherine Rundell		The Girl Savage – Katherine Rundell
		Spirit of the Jungle – Bear Grylls		Return to the Jungle – Bear Grylls		Cog Heart – Peter Bunzl		Wolf Brother – Michelle Paver		A Pocketful of Stars – Aisha Bushby		Nevermoor – Jessica Townsend
		Fly Me Home – Polly Ho-Yen		The Arrival – Shaun Tan		The Midnight Guardians – Ross Montgomery		Space Maps – Laura Albanese		I am Not a Label - Cerrie Burnell		Great Adventurers – Alastair Humphreys