



# St. Antony's Catholic Primary School

English Key Performance Indicators Curriculum Map 2024 – 2025



- Follow the discrete grammar curriculum that links with the genre that you are covering.
- Highlight grammar areas, as and covered, you will go back to review and secure.

Year 6

## Reading

### Comprehension and Understanding

Refers to text to support opinions and predictions. Gives a view about choice of vocabulary, structure etc. Distinguish between fact & opinion.

Maintain positive attitudes to reading and understanding of what they read by: ☐ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ☐ reading books that are structured in different ways and reading for a range of purposes ☐ increasing their 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

Recommending books that they have read to their peers, giving reasons for their choices:

identifying and discussing themes and conventions in and across a wide range of writing ☐ making comparisons within and across books ☐ learning a wider range of poetry by heart ☐

preparing 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

Understand what they read by: ☐ checking that the book makes sense to them, discussing their understanding and exploring the meaning of

words in context ☐ asking questions to improve their understanding ☐ drawing inferences such as inferring characters' feelings, thoughts and

motives from their actions, and justifying inferences with evidence ☐ predicting what might happen from details stated and implied ☐

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

☐ identifying how language, structure and presentation contribute to meaning ☐ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ☐ distinguish between statements of fact and opinion

☐ retrieve, record and present information from non-fiction ☐ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ☐

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ☐ provide reasoned justifications for their views.

### Grammatical Features

#### Recognise:

☐ Complex sentences

#### Intonation and Expression

Appreciates how a set of sentences have been arranged to create maximum effect.

### Research

☐ Skims and scans to aid notetaking.

#### Word Reading

☐ Word Reading - apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology)

### Prediction, inference & deduction

Draw inferences and justify with evidence from the text.

## Writing

### Sentence & text structure

☐ Use subordinate clauses to write complex sentences.

☐ Use passive voice where appropriate.

### Paragraphing

☐ Wide range of devices to build cohesion within and across paragraphs.

☐ Use paragraphs to signal change in time, scene, action, mood or person.

### Handwriting

☐ Legible, joined handwriting of consistent quality. Legible, fluent and personal style.

☐ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters,

- ✚ Use expanded noun phrases to convey complicated information concisely (e.g.
- ✚ The fact that it was raining meant the end of sports day).
- ✚ Evidence of sentence structure and layout matched to requirements of text type.

- when adjacent to one another, are best left unjoined (e.g., initial capital and second letter).
- ✚ Increase the legibility, consistency, and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Writing Transcription – Spelling

- ✚ Use further prefixes and suffixes and understand how to add them
- ✚ Spell further homophones
- ✚ Spell words that are often misspelt (English Appendix 1)
- ✚ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ✚ Use the first two or three letters of a word to check its spelling in a dictionary
- ✚ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### Composition

#### Plan their writing by:

- ✚ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own – noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- ✚ **Draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✚ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action – precisising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

#### Evaluate and edit by: a

- ✚ assessing the effectiveness of their own and others' writing
- ✚ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✚ ensuring the consistent and correct use of tense throughout a piece of writing
- ✚ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register – proof-read for spelling and punctuation errors

### Genres to cover in Year 6

Traditional Tales	Fairy Stories	Comparison of works by significant authors	Descriptive Writing	Adaptation of Classics	Classic Fiction
Poetry by Established Poets	Classic Poetry	Limericks	kennings	Assonance: repetition of vowel sounds	Hyperbole
Autobiography and Biography	Journalistic Writing	Diary Review	Persuasive Writing	Non Chronological Report	Balanced Argument
Informal Letters	Debates and Speech Writing	Points of View	Explanations	Reference Texts	Formal and

## Grammar Punctuation and Spelling Curriculum: Autumn 1 and 2

**SPELLING:** See Years 6 Rules and guidance in the National Curriculum Programme of Study.











First 3 Days	Week 1	Week 2 & 3	Week 4 & 5	Week 6
<p><b>Identify 9-word classes in sentences.</b> (Use a range of resources + CT to model + Pupils to write their own)</p> <ul style="list-style-type: none"> <li>✚ Focus on <b>Determiners</b></li> </ul> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Capital letters!</li> <li>✚ Full stop</li> </ul>	<p style="text-align: center;"><b>VERBS</b></p> <ul style="list-style-type: none"> <li>✚ INFINITIVE</li> <li>✚ TENSES (PRESENT, PAST, FUTURE)</li> </ul> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Commas</li> </ul>	<p style="text-align: center;"><b>NOUNS</b></p> <ul style="list-style-type: none"> <li>✚ COMMON, COLLECTIVE, COUNTABLE, UNCOUNTABLE, ABSTRACT, PROPER</li> <li>✚ CONCRETE, COMPOUND</li> <li>✚ CHANGE NOUNS TO PRONOUNS</li> <li>✚ GERUNDS</li> <li>✚ SINGULAR AND PLURAL NOUNS</li> </ul> <p style="text-align: center;"><b>TYPES OF PRONOUNS</b></p> <ul style="list-style-type: none"> <li>✚ REFLEXIVE</li> <li>✚ INTERROGATIVE</li> <li>✚ DEMONSTRATIVE</li> <li>✚ INTENSIVE</li> <li>✚ RELATIVE</li> <li>✚ INDEFINITE</li> <li>✚ POSSESSIVE</li> <li>✚ PERSONAL (SUBJECTIVE &amp; OBJECTIVE)</li> </ul> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Colons</li> <li>✚ Semi-colons</li> </ul>	<p style="text-align: center;"><b>SENTENCE STRUCTURE</b></p> <ul style="list-style-type: none"> <li>✚ SUBJECT &amp; PREDICATE</li> <li>✚ SUBJECT + VERB + OBJECT</li> <li>✚ CLAUSE + PHRASE</li> <li>✚ Independent &amp; dependent clauses</li> <li>✚ SUBJECT-VERB AGREEMENT</li> <li>✚ TRANSITIVE AND INTRANSITIVE</li> </ul> <p>(DISCUSS 1ST, 2ND, AND 3RD PERSON)</p> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Dashes</li> <li>✚ Parentheses</li> </ul>	<p style="text-align: center;"><b>PHRASES</b></p> <ul style="list-style-type: none"> <li>✚ Infinitive phrase</li> <li>✚ Noun (object) phrase</li> <li>✚ Adjective</li> <li>✚ Verb</li> <li>✚ Preposition</li> <li>✚ Participle (Yr. 6)</li> <li>✚ Gerund</li> <li>✚ Apposition (Yr. 6)</li> </ul> <p style="text-align: center;"><b>CLAUSES</b></p> <ul style="list-style-type: none"> <li>✚ Subordinate (noun clause, adverb clause and adjective clause)</li> <li>✚ Coordinate</li> </ul>
Week 7	Week 8 & 9	Weeks 10	Week 11	Week 12
<p><b>Shift in Formality</b></p> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Speech marks</li> <li>✚ Change from direct to indirect speech.</li> </ul>	<p style="text-align: center;"><b>TYPES OF ADJECTIVES</b></p> <ul style="list-style-type: none"> <li>✚ Demonstrative</li> <li>✚ Possessive</li> <li>✚ Quantitative</li> <li>✚ Interrogative</li> <li>✚ Indefinite</li> </ul>	<p style="text-align: center;"><b>IRREGULAR VERBS</b></p> <ul style="list-style-type: none"> <li>✚ Present tense, simple past tense, past participle</li> </ul> <p style="text-align: center;"><b>AUXILLARY VERBS</b></p>	<p style="text-align: center;"><b>ADVERBS</b></p> <ul style="list-style-type: none"> <li>✚ Manner, Frequency, time, Place, Degree</li> </ul> <p style="text-align: center;"><b>ADVERBIAL PHRASES</b></p> <ul style="list-style-type: none"> <li>✚ FRONTED ADVERBIALS</li> </ul>	<p style="text-align: center;"><b>PREPOSITIONS &amp; PREPOSITIONAL PHRASES</b></p> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Exclamation mark</li> </ul>

<ul style="list-style-type: none"> <li>✚ Change from indirect to direct speech</li> </ul>	<ul style="list-style-type: none"> <li>✚ Distributive</li> <li>✚ Articles</li> <li>✚ Descriptive adjectives such as positive (base), comparative, superlative (degrees of comparison)</li> <li>Irregular comparative and superlative (e.g. good, better, best / little less least)</li> <li>✚ DISCUSS WORD ORDER WHEN USING MORE THAN ONE ADJECTIVES ALSO ASK: WHERE IN OUR SENTENCES WOULD WE LOOK FOR ADJECTIVES?</li> <li>✚ DISCUSS ADJECTIVE CLAUSE (RELATIVE CLAUSE)</li> <li>✚ DESCRIPTIVE TECHNIQUES</li> <li>✚ Metaphors</li> <li>✚ Alliterations</li> <li>✚ Similes</li> <li>✚ Onomatopoeia</li> <li>✚ Personification</li> <li>✚ Idioms</li> <li>✚ Hyperbole (HAGs)</li> <li>✚ Pathetic fallacy (HAGs)</li> <li>✚ Oxymoron (HAGs)</li> <li>✚ Emotive language</li> <li>✚ Groups of three</li> <li><b>PUNCTUATION REVIEW</b></li> <li>✚ Semi-colon</li> <li>✚ Colon</li> </ul>	<p style="text-align: center;"><b>PUNCTUATION REVIEW</b></p> <ul style="list-style-type: none"> <li>✚ Speech marks (inverted commas)</li> <li>✚ Question mark</li> <li>✚ Parentheses</li> </ul>	<ul style="list-style-type: none"> <li>✚ CONJUNCTIVE ADVERBS</li> </ul>	
---	---	---	---	--






















**Year 6**

**Grammar Punctuation and Spelling Curriculum : Spring 1 and 2 Review and Secure**

Weeks 1	Week 2	Week 3	Week 4 & 5	Week 6
<p style="text-align: center;"><b>REVIEW AND SECURE AUTUMN TOPICS</b></p> <ul style="list-style-type: none"> <li>✚ Word classes</li> <li>✚ Tenses</li> <li>✚ Sentences</li> <li>✚ Punctuation marks</li> </ul>	<p style="text-align: center;"><b>PASSIVE AND ACTIVE VOICE</b></p> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Apostrophes</li> <li>✚ Omission</li> <li>✚ Possession</li> </ul>	<p style="text-align: center;"><b>SUBJUNCTIVE MOOD</b></p> <ul style="list-style-type: none"> <li>✚ Formal and informal language</li> </ul>	<p style="text-align: center;"><b>ANTONYMNS &amp; SYNONYMNS</b></p> <p style="text-align: center;">HOMOPHONES/HOMONYMNS &amp; HOMOGRAPHs</p> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Ellipses</li> </ul>	<p style="text-align: center;"><b>MODAL VERBS</b></p> <p style="text-align: center;"><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>✚ Hyphen</li> </ul>

<b>Week 7</b>	<b>Week 8 &amp; 9</b>	<b>Week 10</b>		
<b>PREFIXES AND SUFFIXES</b>  Morphology and Etymology	<b>SIMPLE PRESENT, SIMPLE PAST &amp; SIMPLE FUTURE</b>  PRESENT, PAST & FUTURE CONTINUOUS PRESENT, PAST & FUTURE PERFECT  <b>PUNCTUATION REVIEW:</b>  OMISSION  POSSESSION	<b>TYPES OF SENTENCES</b>  Exclamatory  Commands  Questions  Statements  <b>PUNCTUATION REVIEW:</b>  Ellipses  Semi-colon  Colon		
<b>Year 6</b>				

**Grammar Punctuation and Spelling Curriculum: Summer**

<b>Weeks 1 &amp; 2</b>	<b>Week 3</b>	<b>Weeks 4 &amp; 5</b>	<b>Weeks 5 &amp; 6</b>	<b>Week 7</b>
<b>REVIEW &amp; SECURE</b>  Word Classes  Phrases & Clauses  Sentence structure	<b>REVIEW &amp; SECURE</b>  Word Classes  Phrases & Clauses  Sentence structure	<b>REVIEW &amp; SECURE</b>  TENSES  SINGULAR  PLURAL  IRREGULAR VERBS  WORD FAMILIES  <b>PUNCTUATION</b>  Commas  Dashes  Parentheses	<b>REVIEW &amp; SECURE</b>  AUXILIARY VERBS  SUBJECT VERB AGREEMENT  <b>PUNCTUATION</b>  Colons  Semi - colons	<b>REVIEW &amp; SECURE</b>  Word classes  DIRECT SPEECH & INDIRECT SPEECH  <b>REVIEW PUNCTUATION</b>  Apostrophes