



Writing Year 6 Curriculum Overview

Composition Statutory and non-statutory requirements	<p>Pupils should be taught to:</p> <p>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</p> <p>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 précising 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]</p> <p>evaluate and edit by: 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 proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.</p>			
Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ listen and respond appropriately to adults and their peers ✓ ask relevant questions to extend their understanding and knowledge ✓ use relevant strategies to build their vocabulary ✓ articulate and justify answers, arguments and opinions ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 		<ul style="list-style-type: none"> ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication. 	
Autumn				
Class Book / Mentor Text	<p>The Explorer by Katherine Rundell</p> <p>The Boy, the Mole, the Fox and the Horse by Charlie Mackesy</p> <p>Tyger by William Blake</p> <p>When Hitler Stole Pink Rabbit by Judith Kerr</p> <p>Bombs and Blackberries by Julia Donaldson</p> <p>London Blitz by Colin Ian Jeffery</p>		<p>Holes by Louis Sachar</p> <p>Louis Sachar Biography</p> <p>Holes by Tim Wynne-Jones</p> <p>Journeys – The story of migration to Britain by Dan Lyndon-Cohen</p> <p>On the Move: Poems about migration by Michael Rosen</p> <p>Kay's Anatomy by Adam Kay</p>	
Text Types	PVPG (4 weeks)	Setting Description (3 weeks)	Informal Letter (3 weeks)	Non-chronological Report (3 weeks)



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Grammar Features	<p>Use previously taught punctuation correctly</p> <p>Use paragraphs to organise work</p> <p>Select vocabulary, explaining how such choices can change and enhance meaning:</p> <ul style="list-style-type: none"> • expanded noun phrases • adverbial phrases <p>Select vocabulary to create an effect and add to meaning:</p> <ul style="list-style-type: none"> • similes • personification <p>Use commas to mark fronted adverbials</p> <p>Use brackets, dashes and commas to mark parenthesis</p>	<p>Use previously taught punctuation correctly</p> <p>Use paragraphs to organise work</p> <p>Set non-fiction writing out appropriately:</p> <ul style="list-style-type: none"> • letter <p>Select vocabulary, explaining how such choices can change and enhance meaning:</p> <ul style="list-style-type: none"> • expanded noun phrases • adverbial phrases <p>Use a range of devices to build cohesion across paragraphs:</p> <ul style="list-style-type: none"> • adverbials of time • conjunctions <p>Use commas to mark fronted adverbials</p> <p>Maintain formality throughout a piece of writing- informal</p> <p>Recognise vocabulary and structures that are appropriate for informal writing</p> <p>Use dashes for parenthesis</p> <p>Use verb tense consistently/correctly</p>	<p>Use previously taught punctuation correctly</p> <p>Use paragraphs to organise work</p> <p>Set non-fiction writing out appropriately through use of:</p> <ul style="list-style-type: none"> • headings • subheadings • diagrams / illustrations <p>Use the passive voice to affect the presentation of information in a sentence</p> <p>Use a range of clauses to add detail, show contrast and show cause and effect:</p> <ul style="list-style-type: none"> • subordinating • relative <p>Use paragraphs to organise work opened with topic sentences</p> <p>Use brackets to mark parenthesis</p> <p>Select vocabulary to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> • technical vocabulary <p>Use semi-colons to mark boundaries between independent clauses</p>
Spring			
Class Book / Mentor Text	<p>Darwin's Dragons by Lindsay Galvin</p> <p>The Arrival by Shaun Tan</p> <p>Freedom We Sing by Amyra Leon</p>	<p>Past SAT Papers</p> <p>Zootropolis: The Official Handbook by Suzanne Francis</p> <p>Clockwork by Philip Pullman</p> <p>The World Famous Antique Clock: RAUTHAUS GLOCKENSPIEL</p> <p>Can I build another me? By Shinsuke Yoshitake</p>	



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		Stop all the clocks by WH Auden		
Text Types	Newspaper Report (3 weeks)	Speech for Characterisation > Narrative (4 weeks)	Persuasive Leaflet (3 weeks)	Narrative (3 weeks)
Grammar Features	Use previously taught punctuation correctly Use paragraphs to organise work Set non-fiction writing out appropriately through use of: <ul style="list-style-type: none"> • headings • columns • illustrations Use the passive voice to affect the presentation of information in a sentence Use a range of clauses to add detail, show contrast and show cause and effect: <ul style="list-style-type: none"> • subordinating • relative Use paragraphs to organise work opened with topic sentences Use brackets to mark parenthesis Select vocabulary to create a desired effect and add to meaning: <ul style="list-style-type: none"> • technical vocabulary Use semi-colons to mark boundaries between independent clauses	Use previously taught punctuation correctly Use paragraphs to organise work Select vocabulary , explaining how such choices can change and enhance meaning: <ul style="list-style-type: none"> • appropriate verb choices • use behaviour to convey character Select vocabulary to create an effect and add to meaning: <ul style="list-style-type: none"> • figurative language- metaphor Use description and behaviour to add more to the character Use a colon to introduce a list and semi-colons within a list Use colons to mark boundaries between independent clauses Use the passive voice to affect the presentation of information in a sentence	Use previously taught punctuation correctly Use paragraphs to organise work Embed previously taught non-fiction content Maintain formality throughout a piece of writing- formal Use vocabulary and structures that are appropriate for formal writing <ul style="list-style-type: none"> • the subjunctive form Use clauses to add detail <ul style="list-style-type: none"> • embedded Set non-fiction writing out appropriately through use of: <ul style="list-style-type: none"> • paragraphs • heading • subheadings Use a range of devices to build cohesion within paragraphs <ul style="list-style-type: none"> • personal pronouns Use a colon to introduce a list and semi-colons within a list Use semi-colons to mark boundaries between independent clauses	Use previously taught punctuation correctly Use paragraphs to organise work Secure use of all Y6 skills for effect.
Summer				
Class Book / Mentor Text	The Nowhere Emporium by Ross Mackenzie Flower Power – The magic of Nature's Healers by Christine Paxxman Alice's Adventures in Wonderland pop-up by Robert Sabuda If by Rudyard Kipling			



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Text Type	Biography (2 weeks)	SATS prep (2 weeks)	Narrative (2 weeks)	Narrative (2 weeks)	Poetry – Rudyard Kipling (poet study and comparison)
Grammar Features	<p>Use previously taught punctuation correctly</p> <p>Use paragraphs to organise work</p> <p>Use semi-colons, colons and dashes to separate clauses</p> <p>Punctuate bullet points correctly.</p> <p>Secure the use of the passive voice</p> <p>Secure the use of the subjunctive form</p> <p>Secure using a wide range of co-ordinating and subordinating conjunctions within sentences</p> <p>Maintain formality throughout a piece of writing</p> <p>Use the perfect form of verbs to mark relationship between time and cause</p>		<p>Use previously taught punctuation correctly</p> <p>Use paragraphs to organise work</p> <p>Secure use of all Y6 skills for effect.</p>	<p>Use previously taught punctuation correctly</p> <p>Use paragraphs to organise work</p> <p>Secure use of all Y6 skills for effect.</p>	<p>Compare themes and style of Rudyard Kipling poetry</p> <p>Compose own advice to new Y6 using the poetic devices in style of 'IF'</p> <p>Consider precision of vocab choices, using a thesaurus to develop this.</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>