Writing
Year 6 Curriculum Overview

Composition Statutory and non-statutory requirements	***Pupils should be taught to:*** **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 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] **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 **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.	
Spoken Language (Y1-6)	**Pupils should be taught to:** ✓ 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	✓ 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	**The Explorer** by Katherine Rundell **The Boy, the Mole, the Fox and the Horse** by Charlie Mackesy **Tyger** by William Blake **Journeys – The story of migration to Britain** by Dan Lyndon-Cohen **On the Move: Poems about migration** by Michael Rosen	**When the Sky Falls** by Phil Earle **Kay's Anatomy** by Adam Kay **When Hitler Stole Pink Rabbit** by Judith Kerr **Bombs and Blackberries** by Julia Donaldson **London Blitz** by Colin Ian Jeffery

Text Types	**PVPG** **(4 weeks)**	**Setting Description** **(3 weeks)**	**Newspaper Report** **(3 weeks)**	**Speech for Characterisation > Narrative (3 weeks)** 'Gone Fishing' Literacy Shed

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Grammar Features		Use **previously taught** punctuation correctly Use **paragraphs** to organise work Select **vocabulary**, explaining how such choices can **change and enhance meaning**: • **expanded noun phrases** • **adverbial phrases** Select vocabulary to create an effect and add to meaning: • **similes** • **personification** Use **commas to mark fronted adverbials** Use **brackets, dashes** and **commas** to mark parenthesis	Use **previously taught** punctuation correctly Use **paragraphs** to organise work Set **non-fiction** writing out appropriately through use of: • **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: • **subordinating** • **relative** Use **paragraphs to organise** work opened with **topic sentences** Use **brackets t**o mark parenthesis Select **vocabulary** to create a desired effect and add to meaning: • **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: • **appropriate verb choices** • **use behaviour to convey character** Select **vocabulary** to create an effect and add to meaning: • **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
Spring				
Class Book / Mentor Text	**Holes** by Louis Sachar **Louis Sachar Biography** **Holes** by Tim Wynne-Jones **The Arrival** by Shaun Tan **Freedom We Sing** by Amyra Leon		Past SAT Papers **Zootropolis: The Official Handbook** by Suzanne Francis **Clockwork** by Philip Pullman **The World Famous Antique Clock: RAUTHAUS GLOCKENSPIEL** **Can I build another me?** By Shinsuke Yoshatake **Stop all the clocks** by WH Auden	

Writing
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Text Types	Informal Letter (3 weeks)	Police Report (3 weeks)	Persuasive Leaflet (3 weeks)	Narrative (2 weeks)
Grammar Features	Use **previously taught** punctuation correctly Use **paragraphs** to organise work Set **non-fiction** writing out appropriately: • letter Select **vocabulary**, explaining how such choices can change and enhance meaning: • **expanded noun phrases** • **adverbial phrases** Use a range of devices to build **cohesion across paragraphs:** • **adverbials of time** • **conjunctions** Use **commas to mark fronted adverbials** **Maintain formality** throughout a piece of writing**- informal** Recognise **vocabulary and structures** that are appropriate for **informal writing** **Use dashes for parenthesis** Use **verb tense consistently/correctly**	Use **previously taught** punctuation correctly Use **paragraphs** to organise work Set **non-fiction** writing out appropriately through use of: • **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: • **subordinating** • **relative** Use **paragraphs to organise** work opened with **topic sentences** Use **brackets t**o mark parenthesis Select **vocabulary** to create a desired effect and add to meaning: • **technical vocabulary** Use **semi-colons to mark boundaries** between independent clauses	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** • **the subjunctive form** Use clauses to add detail • **embedded** Set **non-fiction** writing out appropriately through use of: • **paragraphs** • **heading** • **subheadings** Use **a range of devices** to build **cohesion within paragraphs** • **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 Final Year – Matt Goodfellow 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			

Writing
Year 6 Curriculum Overview

Text Type	NC Report (2 weeks)	SATS prep (1 week)	Narrative (2 weeks) Alma	Narrative (2 weeks)	Poetry – Rudyard Kipling (poet study and comparison)
Grammar Features	Use **previously taught** punctuation correctly Use **paragraphs** to organise work Set **non-fiction** writing out appropriately through use of: • headings • subheadings • diagrams / 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: • **subordinating** • **relative** Use **paragraphs to organise** work opened with **topic sentences** Use **brackets t**o mark parenthesis Select **vocabulary** to create a desired effect and add to meaning: • **technical vocabulary** 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.**	Use **previously taught** punctuation correctly Use **paragraphs** to organise work **Secure use of all Y6 skills for effect.**	