

CURRICULUM FOR WRITING YEAR 6

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Year 5 Key Indicator Skills

Insert whole sentences to describe setting and characters.

Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.

Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).

Use speech within a piece of writing to move the story on.

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Include complex sentences, which start with a subordinating conjunction followed by a comma.

Link sentences and paragraphs using coordinating and subordinating conjunction.

In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.

Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).

Use modal verbs and adverbs to show the possibility of something happening.

Use an embedded relative clause, marked with commas for parenthesis.

Use brackets to add parenthesis.

Use dashes to add parenthesis.

In narratives, describe settings, characters and atmosphere.
Inverted commas and other punctuation to indicate direct speech.
Integrate dialogue to convey character and advance the action.
Use a range of figurative language (metaphors, onomatopoeia, personification).
Use colons to introduce a list and punctuate bullet points consistently.

Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)
 Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.
Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.

Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.
Use simple sentences to build tension.
 Use hyphens and ellipses.

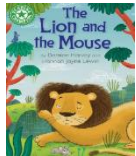
Science – Light & Electricity

History- Ancient Egypt

Geography

Text and Genre

Aesops Fable – The Lion and the Mouse (it might be helpful to use a you tube animation)



Retell - The king who banned the dark



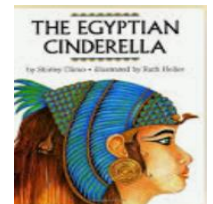
Persuasive Lette – Convince the King why he should bring back the dark - WAGOLL



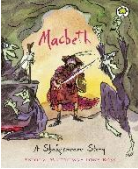
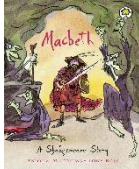
Retell (include character description) – Egyptian Cinderella



Diary – second half



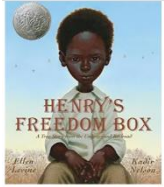
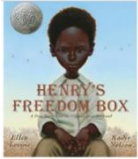
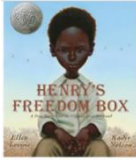
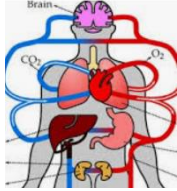
CURRICULUM FOR WRITING YEAR 6

Year 6 Genre Progression	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer's voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author's voice
Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	<i>Insert whole sentences to describe setting and characters. Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.</i>	<i>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end). Use speech within a piece of writing to move the story on.</i>	<i>Include complex sentences, which start with a subordinating conjunction followed by a comma. Link sentences and paragraphs using coordinating and subordinating conjunction.</i>	<i>Use an embedded relative clause, marked with commas for parenthesis. Use brackets to add parenthesis. Use dashes to add parenthesis.</i>	In narratives, describe settings, characters and atmosphere. Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.
Year 6 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>				
Autumn 2					
Science - Light		History –		Geography – Rivers	
Text and Genre	Macbeth (Tony Ross & Andrew Matthews) -Retell – when kills King Duncan 	Discussion – Is Macbeth a villain or a victim 		Poetry based on The River – Valarie Bloom 	Character Description – Scrooge 

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Year 6 Genre Progression	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback		Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.		Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases or sentences Own vocabulary choices.		Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context e.g. colloquial phrases. Use dialogue to suggest a character’s feelings. Use dialogue to show relationships between characters. Consider the audience, purpose and write using the appropriate author’s voice.					
	Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.											
Year 6 Grammar and Punctuation	Inverted commas and other punctuation to indicate direct speech. Integrate dialogue to convey character and advance the action.		Use simple sentences to build tension.		Use colons to introduce a list and punctuate bullet points consistently. Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)		Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.		Use a range of figurative language (metaphors, onomatopoeia, personification).		Consolidation week – Use AfL to inform	
	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023											
Year 6 Spelling												
	Spring 1											
Use extended reporting clauses in speech to show character’s thoughts, actions, or feelings. Use senses to “show not tell” settings, characters’ feelings, and thoughts. Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on. Use quotes for effective purpose in newspaper reports – to add authenticity and make them more memorable. Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created. Integrate dialogue in narratives to convey character and advance the action. Distinguish between the language of speech and writing and choose the appropriate register.				Use adverbials to introduce an argument (Firstly). Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point. Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results. Use linking adverbs to show opposition or a counter argument. Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,). Use adverbials to move time in a narrative (Later on, Meanwhile). Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)				Use adverbials in different places in a sentence (On one hand.... whereas/yet/however...). Use the passive voice to make the object more important in the sentence than the subject. Consistently use the correct subject and verb when using singular and plural. Distinguish between the language of speech and writing and choose the appropriate register. Use the perfect form of verbs to mark relationships of time and cause. Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).				
History – Slave Trade				Science – Circulation				Geography -				

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Text and Genre	Retell-Henry's Freedom box - Wife and child being taken 	Retell- Henry's Freedom Box – Voyage (Do both or pick one of the sections to do over 2 wks) 	Persuasive – Why Henry should be allowed to be with his family/slavery should never be allowed 	Explanation -The Circulatory System 
Year 6 Genre Progression	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.	More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain. Author's style of writing and use appropriate author's voice. Consider purpose and audience
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.				
Year 6 Grammar and Punctuation	Use extended reporting clauses in speech to show character's thoughts, actions, or feelings. Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.	Use senses to “show not tell” settings, characters' feelings, and thoughts.	Use adverbials to introduce an argument (Firstly). Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point. Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results. Use linking adverbs to show opposition or a counter argument. Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,).	Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary). Use the passive voice to make the object more important in the sentence than the subject.
Year 6 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023			
Spring 2				
Geography - Energy		Science – Evolution & Inheretance		History

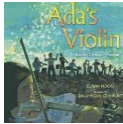
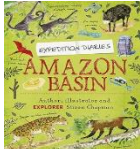
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Text and Genre	The Dracula’s Whitby – literacy shed (flash back to being safe and at home when they see the village) (WAGOLL) 	Monologue- Sloth coming down the tree (WAGOLL) 	Non-Chronological Report – Own adapted animal 	Biography – David Attenborough 		
Year 6 Genre Progression	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	A mix of complex, compound and short sentences. Rhetorical questions Rich description	Presentation/structure to be independently planned References sources of data Independent research Use a range of presentational devices (table, diagram) Include questions for intrigue/to entice the reader Author’s style of writing and use appropriate author’s voice Consider purpose and audience			Own inspirational character Own research / link to interviews Includes links to inferences of the time
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and	Integrate dialogue in narratives to convey character and advance the action. Distinguish between the language of speech and writing and choose the appropriate register.	Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.	Use adverbials in different places in a sentence (On one hand.... whereas/yet/however...).	Consolidation week – Use AfL to inform	Use quotes for effective purpose in to add authenticity and make them more memorable.	Use the perfect form of verbs to mark relationships of time and cause.
Year 6 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Summer 1						
Write in the subjunctive form, use the verb ‘were’ instead of ‘was’ to create a more formal sentence. Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.						
Geography-		Science – Animal Classification			History – The Beatles & Impact on History	

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Text and Genre	Retell – Leaf (WAGOLL) 	Revision	Revision	SATs	Retell - Animation – Alma 
Year 6 Genre Progression	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback				Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	Use hyphens and ellipses.				Use adverbials to move time in a narrative (Later on, Meanwhile). Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)
Year 6 Spelling	*“Dictation gives children opportunities to practice and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023				
Summer 2					
Science –		Geography – South America		History	

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Text and Genre	Diary - Along the Tapajos 	Residential	Retell – Ada’s Violin (available as a read aloud on you tube if you can’t get the book. It’s about the Recycled Orchestra of Paraguay. If you’ve got enough retell, this could work as a diary or letter a recount of Ada’s experiences. 	Non-Chron – based on learning around South America/The Amazon Basin/Brazil – you could use a text like ‘Brazil The Land and the People’ 	Instructions to year 5 – how to survive Year 6 
Year 6 Genre Progression	Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer’s voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author’s voice		Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback Alternative An alternative to Ada’s Violin could be Amazon Basin Expedition Diaries – Letter home about an event. (I haven’t personally read this one, but it was recommended by a colleague). 	Include a range of tenses – own choice. Include colloquialism Cohesion; referring back, pronouns Consider the audience, purpose and write using the appropriate author’s voice	Develop an introduction – add background. If appropriate add personal advice using parentheses. Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides Author’s style of writing and use appropriate author’s voice. Consider purpose and audience.
Handwriting -Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and	Consolidation week – Use Afl to inform		Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.	Consolidation week – Use Afl to inform	Consolidation week – Use Afl to inform
Year 6 Spelling	<i>*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>				

Ongoing skill-

Consistently use the correct subject and verb when using singular and plural.

Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.

This skill may need to be taught in a stand-alone spag lesson-

Write in the subjunctive form, use the verb ‘were’ instead of ‘was’ to create a more formal sentence.

Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Include a range of tenses – own choice. Include colloquialism	Author’s style of writing and use appropriate author’s voice Consider purpose and audience	Multiple entries Include suspense Changing moods and emotions	Power of three fronted adverbials Personification of the weather	Opening sentence to hook the reader. An introduction with a strong position or point of view.	Integrate dialogue to convey character and advance the action by:

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Cohesion; referring back, pronouns Consider the audience, purpose and write using the appropriate author's voice	Changing tenses – flashback	Maintaining tense and writer's voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author's voice	Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author's voice	Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.	Choosing words that reflect the character and the context e.g. colloquial phrases. Use dialogue to suggest a character's feelings. Use dialogue to show relationships between characters. Consider the audience, purpose and write using the appropriate author's voice.
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain. Author's style of writing and use appropriate author's voice. Consider purpose and audience	Own inspirational character Own research / link to interviews Includes links to inferences of the time	Presentation/structure to be independently planned References sources of data Independent research Use a range of presentational devices (table, diagram) Include questions for intrigue/to entice the reader Author's style of writing and use appropriate author's voice Consider purpose and audience	Précis key events Lead the reader to reflect on the events Skilfully manages of shifts in time (past, present and future) Appropriate presentation Reconstruct, interpret and communicate events Passive voice First-hand accounts Paints a vivid and dramatic picture Distinctive voices of individuals Thoughtful ending Closing editorial comment adapts a more personal stance	Develop an introduction – add background. If appropriate add personal advice using parentheses. Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides Author's style of writing and use appropriate author's voice. Consider purpose and audience.	Select events appropriate to the reader Include anecdotes to vary formality
Formal Letter					
Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice					