

CURRICULUM FOR WRITING– YEAR 6 PENINNE WAY PRIMARY SCHOOL

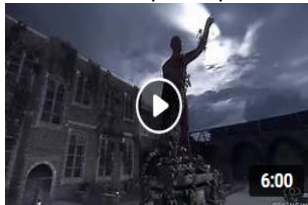
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- 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

Science – Animals including Humans		History- The Vikings and Anglo-Saxons (Struggle for Power)		Geography -York and Yorkshire	
Text and Genre	Retell opening Chapter The Last Viking 	Setting Description- Jotun – The Literacy Shed (opening scenes) 	Flash Back of Battle 	Diary Entry- Viking journey to England 	Retell- The Viking Raid on Lindisfarne 
	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back 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	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
Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	In narratives, describe settings, characters and atmosphere. Inverted commas and other punctuation to indicate direct speech.	Use a range of figurative language (metaphors, onomatopoeia, personification).	In narratives, describe settings, characters and atmosphere. Use simple sentences to build tension.	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.	Integrate dialogue to convey character and advance the action. Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. In narratives, describe settings, characters and atmosphere. Use simple sentences to build tension.
Year 6	*“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				

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Autumn 2						
Science- Evolution and Inheritance		History – The Vikings and Anglo-Saxons (Struggle for Power)		Geography - York and Yorkshire		
Text and Genre	Biography - Little People Big Dream (Prince, Rosa Parks, MLK) 		Retell- Hansel and Gretal (Neil Gammon) 	Setting Description using animation - Fly through of Whitby Abbey 	Non- Chronological Report- Own Animal (Linked to Science- Evolution) 	
Year 6 Genre Progression	Key influences in the person’s life, (their relationship with other. people and who inspired them). Historical famous characters. Link to whole school theme / local hero. Own research / link to interviews.		Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author’s voice	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	
Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and Punctuation	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 sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) Use colons to introduce a list and punctuate bullet points consistently.		Use simple sentences to build tension. Use hyphens and ellipses. Consolidation of speech.	Use a range of figurative language (metaphors, onomatopoeia, personification). Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.	Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) Use colons to introduce a list and punctuate bullet points consistently. Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. Use linking adverbials (adverbials of cause) to show reasons or results.	
Year	*“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					

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Spring 1

History- The Changing Powers of the Monarchs

Science- Living Things and Their Habitats

Geography – Russia and Moscow

Text and Genre

Diary Entry
(Point of view of the refugee)

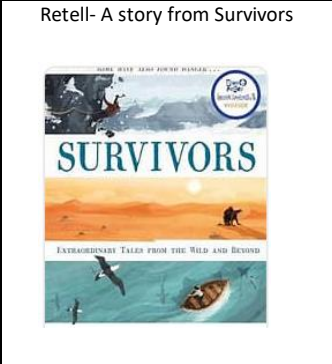
Retell- Point of view of a different character.

DAVID ALMOND READS SURVIVORS

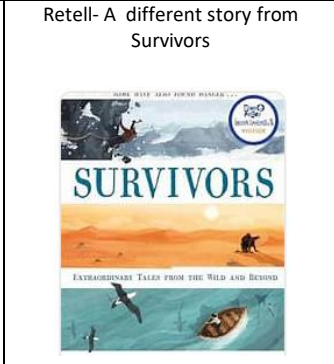
2010 KQED NATIONAL BOOK AWARD WINNER

SURVIVORS

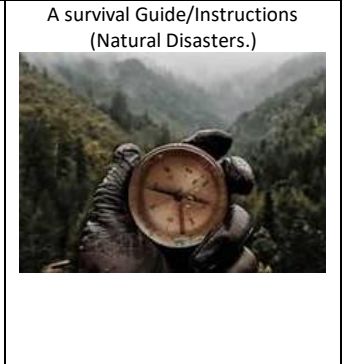
EXTRAORDINARY TALES FROM THE WILD AND BEYOND



Retell- A different story from Survivors



A survival Guide/Instructions
(Natural Disasters.)

A hand wearing a dark, textured glove holds a round, weathered clock face. The clock face is aged, with a yellowish-brown patina and some visible wear. The background is a misty, mountainous landscape with green vegetation and a hazy atmosphere, suggesting a natural disaster or survival scenario.

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

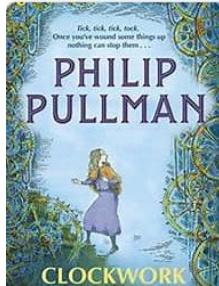
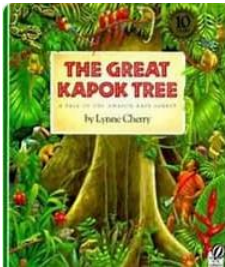
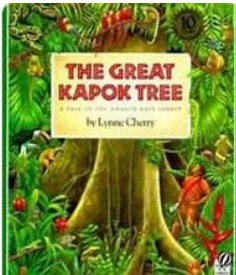
Author's style of writing and use appropriate author's voice
Consider purpose and audience
Changing tenses – flashback

Author's style of writing and use appropriate author's voice
Consider purpose and audience
Changing tenses – flashback

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.
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Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.

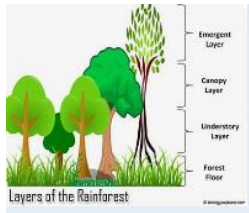
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Year 6 Grammar and Punctuation	Use senses to “show not tell” settings, characters’ feelings, and thoughts. Consistently use the correct subject and verb when using singular and plural.	Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on. Integrate dialogue in narratives to convey character and advance the action.	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 colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.	Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created. 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-Russia and Moscow		Science – LiVING Things and their Habitats		History- The Changing Powers of the Monarchs	
Text and Genre	Retell- Race to save the boy on the sleigh 	Setting Description – The Great Kapok Tree 	Retell 	Non-Chronological Report- Queen Elizabeth I, Queen Victoria and Queen Elizabeth II   	
Year 6 Genre Progression	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back 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	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	
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.					

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Year 6 Grammar and Punctuation	In narratives, describe settings, characters and atmosphere. Inverted commas and other punctuation to indicate direct speech. Integrate dialogue in narratives to convey character and advance the action.		Consolidation of similes, metaphors, personification and ambitious adjectives.	Use extended reporting clauses in speech to show character’s thoughts, actions, or feelings.	Distinguish between the language of speech and writing and choose the appropriate register. Use quotes for effective purpose – to add authenticity. Use adverbials in different places in a sentence (On one hand.... 	
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Year 6 Grammar and Punctuation	Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.			Consolidation of previously taught skills.	Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.
Year 6 Spelling	*“Dictation gives children opportunities to p ractice 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 –Light and Electricity			Geography- Biomes and Climate Zones in North America		
Text and Genre	Monologue for a wildlife clip (David Attenborough Style) 	Non- Chronological Report on the Rainforest 	Their Own Little People Big Dreams Book 		
Year 6 Genre Progression	Author’s style of writing and use appropriate author’s voice Consider purpose and audience	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	Opening sentence to summarise achievements. Facts and accomplishments about the person. Thoughts and feelings. Details about family.		
Handwriting-Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.		

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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>				