

CURRICULUM FOR WRITING - YEAR 6 - CLIFTON-UPON-DUNSMORE

- 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.

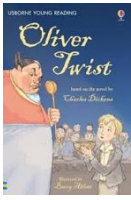
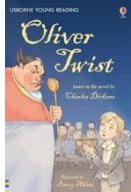
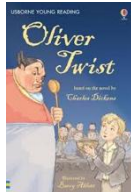
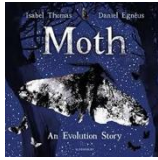
Autumn 1

Ongoing Skills - Consistently use the correct subject and verb when using singular and plural. Use hyphens and ellipses. (When appropriate)

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

Science – Evolution and inheritance

History- The Victorians

Text and Genre	Leather Shoe Charlie – Retell	Mr Bumble Character Description	Retell – Oliver Asking for More	Diary Entry – choose a section	Moth - Setting description	Victorian non-chronological
						
Year 6 Genre Progression	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Year 5 - Written in the past / past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on. Year 6 (may not have covered enough speech)Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context. 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.	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	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
Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and Punctuation	<i>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>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</i> <i>Link sentences and paragraphs using coordinating and subordinating conjunctions.</i>	<i>Use an embedded relative clause, marked with commas for parenthesis.</i> <i>Use commas to demarcate embedded clauses.</i> <i>Use a range of figurative language (metaphors, onomatopoeia, personification).</i> <i>In narratives characters and atmosphere.</i>	<i>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</i> <i>Use speech within a piece of writing to move the story on.</i> <i>Use commas to demarcate reporting clauses.</i> <i>Use simple sentences to build tension.</i> <i>In narratives, describe settings, characters and atmosphere.</i>	<i>Include complex sentences, which start with a subordinating conjunction followed by a comma.</i> <i>Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).</i> <i>Use commas to separate the subordinate clause from the main clause where the subordinate clause comes first.</i>	<i>Use dashes to add parenthesis.</i> <i>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</i>	<i>Use brackets to add parenthesis.</i> <i>Use colons to introduce a list and punctuate bullet points consistently.</i>
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					

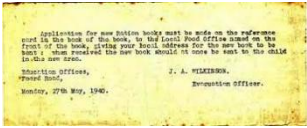
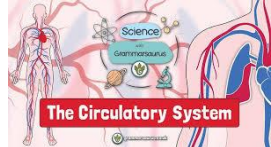
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Autumn 2						
Science – Light			Geography – Fairtrade			
Text and Genre	Balance Argument – was the Victorian Era a Golden Age or a Dark Age?	The Crow’s Tale – Retell	Persuasive Speech – Faritrade	Retell – Section (to be decided)		
						
Year 6 Genre Progression	Can take the form of a balanced argument. Introduce the debate with background information Argument for the issue with supporting evidence Argument against the issue with supporting evidence Phrases of debate Facts and statistics Technical vocabulary Passive voice	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	Introduce the debate with background information Argument for the issue with supporting evidence Argument against the issue with supporting evidence Phrases of debate Facts and statistics Technical vocabulary Passive 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	Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) <i>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</i> Use semi-colons to replace conjunctions Persuasive openers 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 in different places in a sentence (On one hand.... whereas/yet/however...).	Integrate dialogue in narratives to convey character and advance the action. <i>In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.</i> Inverted commas and other punctuation to indicate direct speech.	Use modal verbs and adverbs to show the possibility of something happening. Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary). Write in the subjunctive form, use the verb ‘were’ instead of ‘was’ to create a more formal sentence. *see skills in balanced argument	Integrate dialogue to convey character and advance the action. 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.		
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					

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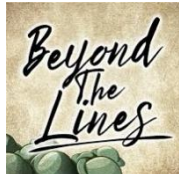
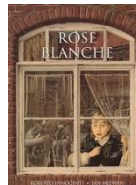
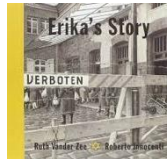
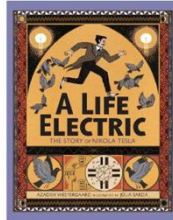
Spring 1

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.

History- World War 2				Science- Healthy Heart		
Text and Genre	Retell / setting description The opening clip of the Lion, The Witch and the Wardrobe 	Formal Letter from the war Office 	Retell – railway station -evacuees leaving / arriving at the new place 	Diary Entry – By Tom after Will's arrival 	Instructions to dissect a heart 	Explanation of the circulatory system. 
	Retell- Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback Setting - 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	Maintain formality throughout. 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	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.	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 senses to “show not tell” settings, characters’ feelings, and thoughts. Recap dialogue use ALF 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. 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.		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					

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Spring 2

History- World War 2			Science – Electricity		
Text and Genre	Beyond the lines – Setting Description 	Beyond the lines. Retell / Letter (AFL) . 	Rose Blanche – retell, setting ... / Erika’s Story - Letter from Erika’s Mother to Erika  	Biography – Nikola Tesla  	
Year 6 Genre Progression	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	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	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 Punctuation	Use AFL – may need to Consoliatae Key Indicator Skills.	Use AFL – may need to Consoliatae Key Indicator Skills.	Use AFL – may need to Consoliatae Key Indicator Skills.	Use AFL – may need to Consoliatae Key Indicator Skills.	
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				

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Summer 1

Science – Classification			History- Film		
Text and Genre	Non-chronological Report – World War 2. 	SATS	The Promise – setting Description 	The Promise – Letter from the  girl to the lady.	The Promise – The next Chapter 
Year 6 Genre Progression	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		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	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	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 AFL – may need to Consolidate Key Indicator Skills.		Use AFL – may need to Consolidate Key Indicator Skills.	Use AFL – may need to Consolidate Key Indicator Skills.	Use AFL – may need to Consolidate Key Indicator Skills.
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				

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Summer 2

Science –Investigation			Geography -Biomes (including a local study)		
Text and Genre	Biography – Linked to Biomes / Films	Retell – Lumberjack’s beard /	Residential Trip / recount of trip to the local area.	Poetry – Memories of my time at primary school.	
		 bothered by bugs.			
Year 6 Genre Progression	Own inspirational character Own research / link to interviews Includes links to inferences of the time	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	Select events appropriate to the reader Include anecdotes to vary formality	Own choice of poetry	
Handwriting-Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and	Use AFL – may need to Consolate Key Indicator Skills.	Use AFL – may need to Consolate Key Indicator Skills.	Use AFL – may need to Consolate Key Indicator Skills.	Use AFL – may need to Consolate Key Indicator Skills.	
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				