

CURRICULUM FOR WRITING YEAR 6 ADWICK 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.

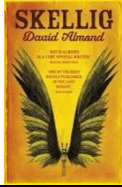
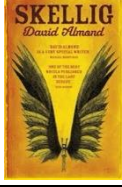


- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Skellig

Science – Living things and their habitats

History- why is the impact of WW 2 on the impact of Britain

	Week 1	Weeks 2 & 3	Weeks 4 & 5	Weeks 5 & 6	Weeks 6 & 7	Week 8		
Text and Genre		Setting Description 	Persuasive Formal Letter Letter (1.5 weeks) 	Informal Letter (1.5 weeks) 	Retell – Opening Scene - The Lion, The Witch and the Wardrobe. 	Assessment week		
Year 6 Genre Progression	Handwriting gaps from handwriting tracker. Revision and consolidation of previous year group skills using dictation. Set expectations for handwriting, presentation and editing.	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	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	Assessment week		
Year 6 Grammar and Punctuation		Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.				Assessment week		
		Use a range of figurative language (metaphors, onomatopoeia, personification). In narratives, describe settings and atmosphere. Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. Consistently use the correct subject and verb when using singular and plural.	Formal Language Use commas to demarcate relative clauses. Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).	Revision of contractions Revision of dashes and brackets for parenthesis. Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).	Inverted commas and other punctuation to indicate direct speech. Use commas to demarcate reporting clauses Use simple sentences to build tension. Use ellipses.			
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>							
	Ace Spelling Dictionary Practice	Unit 1: suffixes (1) Book 6	Unit 2: suffixes (2) Book 6	Unit 3: suffixes (3) Book 6	Unit 4: suffixes (4) Book 6	Unit 5: suffixes (5) Book 6	Unit 6: ti, ci Book 6	No spelling due to assessment week
UKS2 words		ancient, curiosity, environment, suggest, temperature	according, amateur, communicate, recommend, sincerely		accompany, guarantee, immediate(ly), nuisance, soldier			


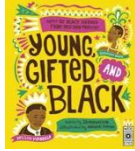


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Autumn 2

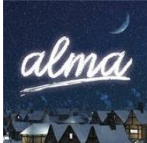


The Boy in the Striped Pyjamas

Science Living things and their habitats evolution and inheritance


Geography – Why does the population change?

	Weeks 1 & 2	Weeks 3 & 4	Week 5	Week 6	Week 7		
Text and Genre	Non-chronological report WW 2 How WW 2 affected  different people.	Biography (own choice depending on cohort). 	First Person opening to a story – Grandad’s house 	Assessment week	Retell 		
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	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	Assessment week	Changing tenses – flashback 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 embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Revision of brackets for parenthesis. Use colons to introduce a list and punctuate bullet points consistently.	Appropriate non-fiction openers. Subordinating conjunction (nonfiction) Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.	Integrate dialogue to convey character. In narratives, describe settings, characters and atmosphere. Use extended reporting clauses in speech to show character’s thoughts, actions, or feelings. Semi colons in a list. Distinguish between the language of speech and writing and choose the appropriate register.	Assessment week	Integrate dialogue to 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, ...)		
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						
	Unit 7: si, ssi Book 6	Unit 8: silent letters Book 6	Unit 9: ei, ie Book 6	Unit 10: -ible, -able Book 6	Unit 11: plural nouns (1) Book 6	No spelling due to assessment week	Unit 12: plural nouns (2) Book 6
UKS2 words	definite, government, leisure, parliament, system	community, controversy, especially, identity, prejudice	ancient, curiosity, familiar, frequently, marvellous				soldier, environment, equip(ped, ment), foreign, lightning (simile for flashes)

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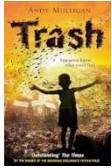


Spring 1							
History- What does the census tell us about our local area?			Science- Energy Light and reflection				
Weeks 1 & 2		Weeks 3 & 4		Week 5	Week 6		
Text and Genre	Alma – Retell 		The Dream Giver – Retell 		Assessment Week	Science Experiment Report 	
	Author’s style of writing and use appropriate 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		Assessment Week	Use heading and subheadings. Presentation/structure to be independently planned. Use a range of presentational devices (table, diagram) Consider purpose and audience. Scientific language Range of tenses Includes instructions.	
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		Consolidation of previous skills / AFL		Assessment Week	Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.	
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Year 6 Spelling	Special Focus 1: -ough Book 6		Special Focus 2: orange words Book 6	Special Focus 3: homophones and other words that are often confused Book 6	Special Focus 4: orange words Book 6	Special Focus 5: orange words Book 6	Special Focus 6: homophones and other words that are often confused Book 6
	community, conscience, familiar, identity, recognise		community, conscious, equipped, especially, familiar, identity, individual, lightning, muscle, neighbour, occupy, rhyme, rhythm, shoulder, stomach			NEED TO KNOW WHAT EXPERIMENT IS ABOUT FIRST	

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Spring 2					
Geography – Where does our energy come from.			Science – Energy (Circuits, batteries and switches)		
Weeks 1 & 2		Week 3	Week 4	Week 5 Summer 1 Week 1	
Text and Genre	The Chip Shop Journey 		SATS revision	Assessment Week	SATS revision
	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback		SATS revision	Assessment Week	SATS revision
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	Consolidation		SATS revision	Assessment Week	SATS revision
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>				
	Special Focus 7: orange words Book 6	Special Focus 8: orange words Book 6	Special Focus 9: hyphens Book 6	Special Focus 10: common mistakes Book 6	Special Focus 11: orange words Special Focus 12: homophones and other words that are easily confused Book 6
UKS2 words	cemetery, convenience, disastrous, forty, harass, queue, recognise, secretary, vehicle				



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Summer 1

Summer 1					
Science – Animals including humans (Circulation and exercise)		History- Who should go on a bank note?			
Text and Genre	Week 2 (3 days) Trash – Diary Entry (4 days)	Week 3 Diary Entry	Week 4 (4 days) SATS preparation	Week 5 SATS week	Week 6 Diary Entry
					
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	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		SATS week	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	Moderation evidence AFL	Moderation evidence AFL		SATS week	Moderation evidence AFL
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				
	From the boy's perspective – aggressive, bruise, hindrance, interfere, language	From the aunt's perspective - achieve, appreciate, explanation, relevant, sufficient			From the policeman's perspective - Apparent, desperate, determined, necessary, physical

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Summer 2

Summer 2					
	Science – Making connections		Geography – can I carry out an independent field work enquiry?		
	Week 1	Weeks 2 & 3	Week 4	Week 5	Week 6
Text and Genre	Year 6 residential 	Bloddon’s Adventure – Quest Story 	Wider Curriculum	Wider Curriculum	Wider Curriculum
Year 6 Genre Progression	Year 6 residential	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	Wider Curriculum	Wider Curriculum	Wider Curriculum
Handwriting -Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	Year 6 residential	Consolidation / AFL	Wider Curriculum	Wider Curriculum	Wider Curriculum
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				
UKS2 words	ancient, controversy, develop, environment, excellent, government, leisure, marvellous, occupy, parliament, recommend, restaurant, variety	accompany, aggressive, bruise, curiosity, desperate, determined, embarrass, guarantee, hindrance, mischievous, nuisance, sacrifice			

SPAG –

- 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.
- Write in the subjunctive form, use the verb ‘were’ instead of ‘was’ to create a more formal sentence.
- Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.
- Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)
- Use hyphens and ellipses

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Not covering:

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,).