Writing Curriculum



Year 6 Writing



New Learning | Prior Learning

Know It

Year 6

Spelling

hyphenated	A word which contains a hyphen, used to avoid ambiguity.
synonym	A word which carries a similar meaning to another.
antonym	A word which carries an opposite meaning to another.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.

Punctuation

hyphen	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
ellipsis	A series of dots, usually three indicating the omission of words.
colon	A colon is used to introduce things: ideas, items in a list, a quotation or an explanation. A colon can also be used between a statement and answer, quotation or to provide a contrast.
semi-colon	Semi-colons can be used to link related independent clauses. They often replace co-ordinating conjunctions or to separate items in a list if extra details about the items have been included.
bullet points	A mark used to separate items in a list. These should be punctuated consistently.
parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either ( ) , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.

Sentence Structure

passive voice	When the subject undergoes the action (has something done to it by someone or something).
active voice	When the subject performs the action.
cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
main/ independent clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
phrase	A group of words without a verb.

Word Class

subjunctive mood	The verb form used to explore a hypothetical situation, expressing what is imagined, wished, commanded, demanded or suggested. It is used in formal writing.
indefinite article	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
definite article	A determiner referencing a specific noun. The only definite article is 'the'.
relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
auxiliary verb	A verb used to form the tense and mood of other verbs.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.

Tense

Tense	Past	Present	Future
Simple	**I did**	**I do**	**I will do**
Progressive	**I was doing**	**I am doing**	**I will be doing**
Perfect	**I had done**	**I have done**	**I will have done**
Perfect Progressive	**I had been doing**	**I have been doing**	**I will have been doing**

Teach It: Spelling

Spelling Shed

Year 6

Children are taught to spell following the Ed Shed Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1

Step 1: Words with the short vowel sound /i/ spelled 'y'
antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical
Step 2: Words with the long vowel sound /igh/ spelled 'y'
apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply
Step 3: Challenge Words
ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety
Step 4: Words with the suffix 'al'
antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial
Step 5: Words with the suffix 'al'
influential, martial, spatial, partial, confidential, essential, substantial, potential, sequential, torrential
Step 6: Challenge Words
amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth

Autumn 2

Step 7: Challenge Words
appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle
Step 8: Words with an /oa/ sound spelled 'ou' or 'ow'
blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window
Step 9: Words with a 'soft c' spelled 'ce'
celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice
Step 10: Challenge Words
apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable
Step 11: Words with the /f/ sound spelled 'ph'
alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere
Step 12: Challenge Words
according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system

Spring 1

Step 13: Words ending in '-ably
adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably
Step 14: Words with the suffix '-ible'
forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible
Step 15: Challenge Words
attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht
Step 16: Words ending in '-ibly
forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly
Step 17: Words ending in '-ent' and '–ence'
convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.
Step 18: Challenge Words
accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest

Spring 2

Step 19: Challenge Words
aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough
Step 20: Words ending in '-er', '-or' and '-ar'
calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior
Step 21: Challenge Words
achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature
Step 22: Words beginning with 'acc-'
accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse
Step 23: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'
disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure
Step 24: Challenge Words
accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol

Summer 1

Step 25: Words with origins in other countries and languages
ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda
Step 26: Grammar Vocabulary 1
adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Step 27: Grammar Vocabulary 2
active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Step 28: Adding the prefix 'over-'
overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned
Step 29: Words with the suffix '-ful'
beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful
Step 30: Adjectives used to describe settings
bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly

Summer 2

Step 31: Adjectives used to describe feelings
apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Step 32: Adjectives to describe characters
amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Step 33: Words that can be nouns and verbs
contest, freeze, impact, increase, object, permit, produce, silence, subject, transport
Step 34: Words with unstressed vowel sounds
company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature
Step 35: Adverbs synonymous with determination
continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously
Step 36: Mathematical Vocabulary
addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

Teach it: Transcription and Sentence Structure

Year 6

Securing Transcription Skills and Sentence Structure

Children in Year 6 are given opportunities to develop fluency in transcription skills and practise sentence writing through:

- Regular handwriting instruction to increase the speed of it;
- Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- Use of a dictionary to check words with uncommon/not taught spelling patterns.
- Regular sentence writing practice: sentence completing, adapting, expanding, imitating, overwriting and improving.
- Thinking aloud to generate ideas and compose/improve sentences;
- Teacher modelling and feedback;
- Re-reading and checking for sense and accuracy;
- Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

Handwriting

Children should use their handwriting skills to:
Write legibly, fluently and with increasing speed by:

- choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- choosing the writing implement that is best suited for the task.

Ensure that the needs of left-handed children are considered.

Our curriculum is supplemented through the use of Vocabulary Ninja SPAG starters. Through this scheme, Year 6 children are taught:

Week 1 CL and FS including run on sentences	**Week 2** Question, statement, command, exclamation	**Week 3** Standard English (them/ those, good/ well, did/ done, was/ were)	**Week 4** Mixture of previous 3 weeks	**Week 5** Identify the subject and the object in sentences	**Week 6** Write a synonym and an antonym for each word
Week 7 Circle two words that are synonyms of each other	**Week 8** Mixture of previous 3 weeks	**Week 9** Change sentence from active to passive	**Week 10** Add a semi-colon in to this sentence	**Week 11** Add a colon in to this sentence	**Week 12** Mixture of previous 3 weeks
Week 13 Change sentence from passive to active	**Week 14** Add a dash into this sentence	**Week 15** Is this sentence active or passive?	**Week 16** Mixture of previous 3 weeks	**Week 17** Add colons and semi-colons in to list	**Week 18** Formal or informal?
Week 19 Add in hyphens	**Week 20** Mixture of previous 3 weeks	**Week 21** Changing tenses	**Week 22** Identify whether underlined word is used as a verb or a noun	**Week 23** Identify whether underlined word is used as an adjective or adverb	**Week 24** Mixture of previous 3 weeks
Week 25 Write sentence using words as a noun and as a verb	**Week 26** Word class of underlined words (all covered)	**Week 27** Identify verb form (all covered)	**Week 28** Mixture of previous 3 weeks	**Week 29** Main or subordinate clause underlined	**Week 30** Contractions and expanded form
Week 31 Circle the different word classes	**Week 32** Mixture of previous 3 weeks	**Week 33** Insert missing punctuation into sentence	**Week 34** Word families	**Week 35** Phrases or clauses?	**Week 36** Mixture of previous 3 weeks

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Teach it: Composition

Year 6

Writing Skills

Grammar

- convert nouns or adjectives into verbs using suffixes

Extend sentence structures and aid cohesion through:

- linking ideas across paragraphs using adverbials of time, place and number
- use of tense to reference back or ahead, e.g. he had seen her before
- use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun
- indicating degrees of possibility using adverbs or modal verbs

- use the passive voice to affect the presentation of information in a sentence

Extend sentence structures and aid cohesion through:

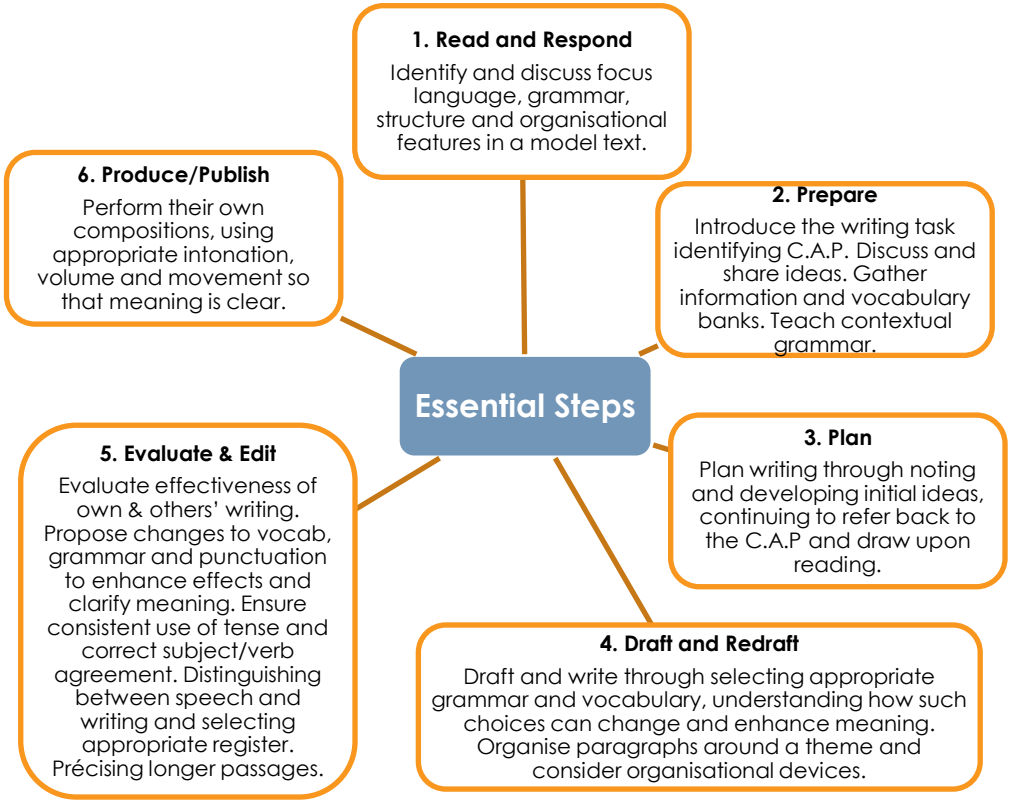
- linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as on the other hand, in contrast), ellipsis and layout devices such as headings, columns, bullets etc.;

Punctuation

- use of brackets, dashes or commas to indicate parenthesis
- use of commas to clarify meaning or avoid ambiguity

- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
- use of the colon to introduce a list and use of semi-colons within lists;
- use of hyphens to avoid ambiguity e.g. recover versus re-cover;

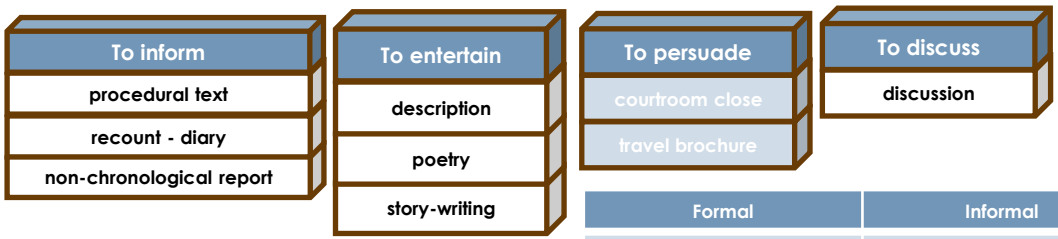
Writing Process



Writing Purpose

Children should know that there are different purposes for writing.
In Year 6 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.





Children should be taught the importance of context, audience and purpose through:

- showing an awareness of language and grammar typical of informal speech and that appropriate to formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar

Formal	Informal
Use of the subjunctive or passive form	Question tags
Context-specific or technical vocabulary	Contracted form
Avoid contacted form	Direct addresses
Perfect tense	Vernacular language

New Learning | Prior Learning

Apply It: To Entertain

Year 6

Story Writing	Poetry	Descriptions
Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.	Children should be taught to: explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform a poem.	Children learn to describe characters, settings and objects linked to books or topics.
Children should be taught to: Structure & Organisation • create a title which hints at the theme; • include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward; • include a build up which hints at what is going to happen next; • include a dilemma which introduces the problem; • include a resolution where the problem is solved; • include an ending which details the characters' feelings and ties together the threads of detail; • organise writing into paragraphs; • use a range of cohesive devices to aid flow; Grammatical features • select the correct tense and apply consistently (may vary); • use a wide range of conjunctions to express, time, place and manner in varying positions; • consistently maintain first or third person (may use second person to address the reader); • use fronted adverbials to detail time/place; • use noun phrases to add detail; • use multi-clause sentences for detail and single clause for effect; • use direct speech/reported speech to advance the action and/or aid characterisation; Language features • use pronouns to avoid repetition and refer back; • select vocabulary that matches the level of formality required.	**<u>Imagery</u>** **Children should be taught to:** · use figurative language to describe the subject; · draw upon all senses to create a sensory experience for the reader including onomatopoeia; · use precise and emotive vocabulary; · choose whether to use rhyme. An example of a poem which uses imagery is William Wordsworth's classic 1804 poem - *I wandered lonely as a cloud* *That floats on high o'er vales and hills,* *When all at once I saw a crowd,* *A host of golden daffodils;* *Beside the lake, beneath the trees,* *Fluttering and dancing in the breeze.* **Pupils should also experience a range of poetry through the reading curriculum.**	**Children should be taught to:** Structure & Organisation • introduce the character, setting or object to the reader; • describe unusual and distinctive features; Grammatical features • use the third person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; • use pronouns to refer back to subject/object; • use power of three repetition of words, phrases or clauses for effect; • use of punctuation for effect. Language features • use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect. • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail; • use of comparative and superlative adjectives for emphasis.

New Learning | Prior Learning

Apply It: To Inform

Year 6

Non-Chronological Report	Newspaper Article	Recount – Diary Entry	Procedural
Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to recount and inform through writing newspaper articles.	Children learn to recount from characters' viewpoints in the form of a diary entry, focusing on including emotions and feelings.	Children learn to inform through a procedural text.
Children should be taught to: Structure & Organisation • include a heading; • include an introduction to outline the topic; • include sub-headings; • use paragraphs to organise the information logically; • make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams; Grammatical features • use third person; • use mainly present tense; • include some use of the perfect tense; • use a range of conjunctions, in varied positions, to aid cohesion; • use modal verbs to indicate degrees of possibility; Language features • select appropriate vocabulary which matches the required level of formality; • use technical vocabulary to demonstrate factual knowledge; • use specific names of people or places; • use statistics to inform; • use noun phrases, adverbs and prepositions to provide specific, factual detail. • use pronouns to refer back to the subject; • use noun phrases and a variety of determiners to avoid repetition.	**Children should be taught to:** Structure & Organisation • include a short, catchy headline (may include a pun/wordplay if appropriate); • include a by-line with who is reporting; • organise the article into columns; • may include an image with caption; • begin with an introduction which summarises the report (5Ws); • use paragraphs to sequence the events; • close with a final comment/ recommendation linked to the article; Grammatical features • include witness statements through direct speech; • include a reporting clause for direct speech; • use past tense; • use third person; • use relative clauses to add further detail; • use of determiners to open paragraphs; Language features • use specific names of people or places; • use emotive vocabulary to convey and evoke response; • use noun phrases to avoid repetition; • use pronouns to refer back to the subject; • present relevant information concisely.	**Children should be taught to:** Structure & Organisation • include an opening which provides context and details feelings about the day/event; • organise the main body chronologically; • include only relevant/significant events and information; • include a closing paragraph which reveals the writer's feeling, hopes/fears for the future; Grammatical features • consistently use past tense although the present tense may be used for the opening and closing; • use first person consistently throughout; • include a range of conjunctions to aid cohesion; • use a full range of adverbials in varied positions; • use modal verbs to indicate degrees of possibility; • use the subjunctive mood to indicate hopes and desires; • use direct addresses such as question tags to draw the reader in; Language features • select appropriate vocabulary which matches the required level of formality; • use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings; • use pronouns to refer back.	**Children should be taught to:** Structure & Organisation • include a title which states the purpose; • include a statement which outlines the end goal/aim; • include an ingredients/ resource/equipment list (may be bulleted); • keep the sentences concise so the reader can follow the steps/method easily; • use numbered or clearly logical steps to give clarity; • end with a closing statement which may include warnings and/or top tips; • include diagrams where appropriate; Grammatical features • use second person; • use present tense; • use adverbs to indicate time and place; • use of preposition to provide specific detail; • use imperative verbs to indicate importance; • use conjunctions to illustrate the sequence; • use causal conjunctions; • use modal verbs to indicate degrees of possibility; Language features • use determiners to aid precision; • use technical/subject specific language; • use noun phrases and pronouns to avoid repetition; • select appropriate vocabulary which matches the required • level of formality; • use cautionary language for emphasis.

New Learning | Prior Learning

Apply It: To Persuade and Discuss

Year 6

Travel Brochure	Court Room - Closing Argument	Discussion
Children learn to persuade a visitor to go somewhere in the form of a brochure.	Children learn to persuade the jury through a closing argument speech.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
Children should be taught to: Structure & Organisation • include an opening sentence which outlines the desirability of the destination; • use sub-headings/fact boxes to organise information; • select information to appeal to audience; • include images and slogans/taglines; • include a conclusion which reiterates why the reader should visit; Grammatical features • use present tense; • use of 2nd person pronoun 'you' to address the reader; • use a rhetorical question to draw the reader in; • use modal verbs to emphasise importance (should, must, ought); • use imperatives to indicate importance; Language features • maintain an appropriately informal style to connect with the reader; • use subject specific vocabulary to convey knowledge/expertise; • use noun phrases to add detail; • use repetition to emphasise desirability; • use the power of three to describe; • use of comparatives and superlatives to exaggerate.	**Children should be taught to:** Structure & Organisation • include an opening which summarises the issue; • include a main body which includes logically organised paragraphs; • provide example and evidence for each point made; • include a conclusion which indicates opinion and directly appeals to the reader; Grammatical features • use past and present tense appropriately; • use second person to address the reader (the jury); • add a rhetorical question to cause the reader to consider the • writer's view and to draw them in; • use subordinating conjunctions to express cause and effect; • use modal verbs to indicate necessity; • use subjunctive mood to express wish/desire/hope; Language features • use precise emotive language to emphasise feelings; • use technical vocabulary to convey knowledge and expertise; • use the power of three for effect; • use pronouns to avoid the repetition of proper nouns; • use active and passive voice; • use direct appeal to the reader; • use cautionary language to warn/emphasise.	**Children should be taught to:** Structure & Organisation • include a clear title which states the discussion topic (often a question); • include an opening paragraph which summarises the discussion; • use paragraphs to outline arguments for and against; • use examples and evidence to support each point, including some use of statistics; • include a conclusion which outlines the writer's position; Grammatical features • use third person consistently; • use mainly present tense; • use subordinating conjunctions to aid cohesion and express cause and effect; • use adverbials to link ideas/opinion; Language features • use emotive language to emphasise points; • use technical vocabulary to convey knowledge and expertise; • use pronouns to avoid the repetition of proper nouns; • select appropriate vocabulary which matches the required level of formality; • use passive and active voice; • use language of possibility and probability to speculate.

Curriculum Endpoints — Year 6

As well as the Working Towards statements from the STA Teacher Assessment Framework, the teaching of writing in Year 6 should enable children to:

Transcription	*Apply taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.
	Spell the Year 3/4 statutory words correctly.
	Spell the Year 5/6 statutory words mostly correctly.
	Maintain legibility in joined handwriting when writing at speed.
	Use editing skills to proof-read and correct errors in order to increase accuracy and sense.
Sentence Structure	Use the range of punctuation taught at KS2 mostly correctly within writing.
	Use verb tenses consistently and correctly throughout writing.
Composition	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
	Vary sentence structures to add detail, for emphasis and to avoid repetition.
	In narratives, describe settings, characters and atmosphere.
	Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Integrate dialogue in narratives to convey character and advance the action.
	Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	Evaluate and redraft sections of writing in order to enhance and improve.

Please note that the statements in italics are LET criteria as opposed to statutory criteria.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the range of punctuation taught at key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Support For Children Not Working At ARE

Year 6

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code

Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints	Writing effective narrative and non-narrative pieces for different purposes and audiences following Y6 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

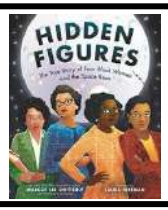
Long Term Plan

Year 6

Autumn



A Tiger in the Zoo Leslie Norris



Hidden Figures
Margot Lee Shetterly



When the Sky Falls
Phil Earle

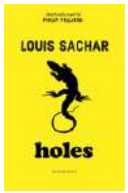
Spring



Three Little Pigs
The Guardian



Alma
Literacy Shed



Holes
Louis Sachar

Summer



Little Freak

Literacy Shed



https://tbiwwc.com



The Explorer
Katherine Rundell

Autumn Term | Provision Map | Year 6

Autumn 1	Overall Purpose	**To entertain – Narrative Poetry**	**To inform – Non-chronological Report**	**To entertain – Descriptions**
	Stimulus	**A Tiger in the Zoo**	**Hidden Figures** **Link to Black History Month**	**When the Sky Falls**
	Writing Endpoints	• **In narratives, describe settings, characters and atmosphere.** • **Use verb tenses consistently and correctly throughout writing.**	• **In narratives, describe settings, characters and atmosphere.** • **Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.** • **Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)**	• **In narratives, describe settings, characters and atmosphere.** • **Vary sentence structures to add detail, for emphasis and to avoid repetition.** • **Use the range of punctuation taught at KS2 mostly correctly within writing.**
	Writing Outcome	Write own verses using similar ideas in the poem but choosing a new animal. **Stretch:** own structure	Write a report on Katherine Johnson. Stretch-select own organisational features and structure.	Write a character description of Joseph Palmer, Mrs F. or Adonis.
Autumn 2	Overall Purpose	**To inform - Procedural**	**To persuade and discuss - Discussion**	**To inform – Recount (diary)**
	Stimulus	**What to do in the event of an air raid.**	**Should children have been evacuated during WWII?**	**When the Sky Falls**
	Writing Endpoints	• **Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)**	• **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.** • **Use verb tenses consistently and correctly throughout writing.**	• **In narratives, describe settings, characters and atmosphere.**
	Writing Outcome	Procedural Text-What to do in the event of an air raid **Stretch**-add own additional content to provide further advice and guidance	Write a structured discussion text. **Stretch-**Create own evidence content to develop their balanced arguments.	Diary entry based on Chapter 7 of When the Sky Falls.

Spring Term | Provision Map | Year 6

Spring 1	Overall Purpose	**To persuade and discuss – Court Room Closing Argument**	**To entertain – Story Writing**
	Stimulus	**Three Little Pigs** **The Guardian**	**Alma** **Literacy Shed**
	Writing Endpoints	• **Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)** • **Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.**	• **Integrate dialogue in narratives to convey character and advance the action.** • **In narratives, describe settings, characters and atmosphere.** • **Use the range of punctuation taught at KS2 mostly correctly within writing.**
	Writing Outcome	The Trial of the Crown vs. The Three Little Pigs	Write an alternative version of the story. **Stretch**- own structure
Spring 2	Overall Purpose	**To entertain – Story Writing**	**To inform - Newspaper Article**
	Stimulus	**Holes**	**Holes**
	Writing Endpoints	• **Integrate dialogue in narratives to convey character and advance the action.** • **In narratives, describe settings, characters and atmosphere.** • **Use the range of punctuation taught at KS2 mostly correctly within writing.**	• **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.** • **Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)**
	Writing Outcome	Rewrite a key chapter—like Stanley digging his very first hole or meeting the Warden—from the perspective of another character.	Write an investigative news article covering the day the truth about Camp Green Lake was uncovered by the authorities. **Stretch**-add own additional content linked to the context in newspaper style.

Summer Term | Provision Map | Year 6

Summer 1	Overall Purpose	**To entertain – Story Writing**	**To persuade - Travel Brochure**
	Stimulus	**Little Freak (Literacy Shed)**	**Tees Barrage**
	Writing Endpoints	• **Integrate dialogue in narratives to convey character and advance the action.** • **In narratives, describe settings, characters and atmosphere.** • **Use the range of punctuation taught at KS2 mostly correctly within writing.**	• **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.** • **Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)**
	Writing Outcome	Write from the boy's viewpoint adding some dialogue between the characters.	Write a travel brochure persuading visitors to come to the Tees Barrage. Describe the different activities on offer.
Summer 2	Overall Purpose	**To entertain - Character profiles**	**To inform - Non-chronological Report**
	Stimulus	**The Explorer**	**The Explorer**
	Writing Endpoints	• **In narratives, describe settings, characters and atmosphere.** • ***Vary sentence structures to add detail, for emphasis and to avoid repetition.*** • **Use the range of punctuation taught at KS2 mostly correctly within writing.**	• **Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)** • **Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.**
	Writing Outcome	Write a 'More About Me' character profile for one of the characters. **Stretch**-Create a comparative character profile for two contrasting characters.	Write own factual report about the rainforest. **Stretch**-Choose own audience and make adaptations accordingly.