

Writing Curriculum Map

Year 6

| Term (Weeks) | Autumn 1 (7) | | | Autumn 2 (7) | |
|--|---|--|--|---|--|
| Shared Reading (Key Text) | Sonnet 18 by William Shakespeare | Romeo and Juliet by William Shakespeare | | A Christmas Carol by Charles Dickens | History unit – World War I |
| Genre and Weeks | Poetry (2) | Narrative (4) | Non-Fiction Short-Burst Write (1) | Narrative (4) | Non-Fiction Short-Burst Write (2) |
| | Type: Sonnet Purpose: To entertain the reader | Type: Warning tale Focus: Dialogue Purpose: To create dialogue that sounds real, reflects character and moves the action forwards | Type: Persuasion (formal) Form: Invitation Purpose: To persuade the reader | Type: Flashback Focus: Openings and endings Purpose: To create openings and endings that hook the reader | Type: Information (formal) Form: Fact file Purpose: To inform the reader |
| Hook (Examples) | Summer in a Jar: bring in a jar filled with objects or images that represent summer (e.g. sunglasses, flowers, sunshine photo, sand etc.). Ask: "If you could bottle up the perfect summer day, what would you include? Why?" Share Sonnet 18 and discuss how Shakespeare compares someone to summer and makes their beauty last through poetry. | Crime Scene: take children outside in the pagoda to find outlines of two bodies, a plastic wedding ring, a masquerade mask, an empty apothecary bottle, a flag of Italy and red and blue shields for the Montagues and Capulets. Discuss predictions: what happened? Who? Why? | Reveal a burnt piece of paper with only a heading with shields saying, "The House of Capulet" and the opening: "You are cordially invited t..." Discuss what it could be. Let's write what's missing. | Paired work – read a map of the KS2 to locate a "clue" (image related to A Christmas Carol e.g. ghost, nightcap, chains, door knocker, shillings, Christmas wreath, turkey, top hat, gravestone, humbug sweet). Use images to predict possible themes e.g. family, wealth, Christmas, death. Paired-write a short blurb for the back cover of the "unknown story," focusing on the themes of family, wealth, death and Christmas. | Land, Sea and Air puzzle: children complete puzzles (cut up photographs of WWI weapons, machinery and technology). Then identify how they were used. Share children's challenge: write information texts for next year's class to use when learning about World War I. |
| Journey (Examples) | Imitation and model text: Sonnet 18 (original) Innovation: Sonnet 18 (Kurlly McGeachie's version) Independent application: own sonnet based upon the characters of Romeo and Juliet | Imitation and model text: chapter containing dialogue – tension and power: Stanley Yeltnats and the Warden (previously read text) Innovation: chapter containing dialogue – tension and power: Matilda and Miss Trunchbull Independent application: chapter containing dialogue – tension and power: Romeo and Tybalt | Imitation and model text: N/A Innovation: Formal invitation to a graduation ceremony at Hogwarts Independent application: Formal invitation to the Capulets' ball | Imitation and model text: first-person flashback based on The Piano – short animation (present → trigger → past) Innovation: first-person flashback based on The Ghost of Christmas Past's Own Memory (present → trigger → past) – the Ghost of Christmas Past had once been human and remembers its most important Christmas before it became a spirit Independent application: first-person flashback of Christmases long ago (present → trigger → past) e.g. Bob Cratchit remembers a Christmas when he was a child – one that shaped how he treats his own family now... Scrooge's cheerful nephew Fred remembers a Christmas when he was little and Scrooge actually smiled. Then things changed. | <i>NB: Year 6 now move away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: information text about artefacts (exemplifying the voice of the expert and hyphenated words) Independent application: information text about advancements in weaponry and technology: Wartime Inventions |
| Toolkit and Planning Tool (T4W) <i>NB: Toolkits are important elements for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i> | Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: language planner sheet (MORERAPS and word classes identified – children collect and add) | Toolkit: Dialogue Planning tool: box up plan | Toolkit: Persuasion (formal – PEIA toolkit) Planning tool: shared box up plan | Toolkit: Openings and endings Planning tool: box up plan | Toolkit: Information Planning tool: box up plan |

= new GPS (other objectives need regularly revisiting and consolidating)

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| Term (Weeks) | | Autumn 1 (7) | | | | Autumn 2 (7) | | | |
|--|--------------------|---|--|---|---|--|--|--|--|
| Shared Reading (Key Text) | | Sonnet 18 by William Shakespeare | | Romeo and Juliet by William Shakespeare | | A Christmas Carol by Charles Dickens | | | |
| Grammar, Punctuation and Spelling (National Curriculum) | Word | <p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> Word classes: nouns, pronouns (including relative pronouns), verbs, adjectives, adverbs, prepositions, conjunctions, determiners <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify modal verbs e.g. shall</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> | | | |
| | Sentence | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Indicate degrees of possibility using modal verbs e.g. shall, might, should, will</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within a paragraph, using adverbials of time, place and number or tense choices</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Identify and use devices to build cohesion within a paragraph, using adverbials of time, place and number or tense choices</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Identify and use devices to build cohesion within a paragraph, using adverbials of time, place and number or tense choices</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Identify and use devices to build cohesion within a paragraph, using adverbials of time, place and number or tense choices</p> <p>Use layout devices to aid cohesion and structure text e.g. headings, subheadings, columns, bullets or tables</p> | | | |
| | Punctuation | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material (stanzas)</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a colon to mark the boundary between independent clauses</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a colon to mark the boundary between independent clauses</p> | | | |
| Handwriting | | Maintain fluency and joins when writing passages: Y5+Y6 English Dictation Activities 1-4 (x1 every fortnight) | | | | Maintain fluency and joins when writing passages: Y5+Y6 English Dictation Activities 5-8 (x1 every fortnight) | | | |
| Spelling (Ed. Shed) | | Stage 6 – Autumn 1 1. Step 1 – /i/ spelled 'y' e.g. antonym, crystal, lyrics 2. Step 2 – long vowel sound /igh/ spelled 'y' e.g. apply, hygiene, hyphen 3. Step 3 – challenge words e.g. ancient, cemetery, criticise 4. Step 4 – -cial/shul after a vowel e.g. antisocial, artificial, beneficial 5. Step 5 – 'tial' e.g. confidential, essential, influential 6. Step 6 – challenge words e.g. amateur, category, correspond | | | | Stage 6 – Autumn 2 1. Step 7 – challenge words e.g. appreciate, communicate, definite 2. Step 8 – /oa/ spelled 'ou' or 'ow' e.g. blown, known, mould, poultry 3. Step 9 – soft c spelled 'ce' e.g. celebrate, cemetery, certificate 4. Step 10 – challenge words e.g. apparent, elephant, dolphin 5. Step 11 – /ff/ sound spelled 'ph' e.g. alphabet, elephant, dolphin 6. Step 12 – challenge words e.g. according, awkward, conscious | | | |

Use layout devices to aid cohesion and structure text e.g. headings, subheadings, columns, bullets or tables = new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 6

| Term and Weeks | | Spring 1 (6) | | Spring 2 (6) | |
|---------------------------------|--|--|---|--|---|
| Shared Reading (Key Text) | | Room 13 by Robert Swindells | | Theme Park Project | |
| Genre and Weeks | | Narrative (3) | Narrative (3) | Non-Fiction (3) | Non-Fiction (3) |
| | | Type: Suspense story Focus: Suspense Purpose: To create suspense that builds tension, scares the reader and keeps them wanting to find out what will happen | Type: Cumulative Focus: Dialogue Purpose: To create dialogue that sounds real, reflects characters and moves action forwards | Type: Persuasion (informal) Form: Leaflet / brochure Purpose: To persuade the reader | Type: Complaint (formal) Form: Letter Purpose: To express our dissatisfaction and prompt the reader to act |
| Hook (Examples) | | Watch The Flying Buttress' <u>Dracula's Whitby</u> – an animation of a first-person walk through Whitby Abbey (Literacy Shed video) and discuss the historical links to Dracula. Begin the journey with a short-burst write of a first-person recount of the approach to the abbey. Then reveal the front cover and blurb of Room 13. Discuss predictions – where might the Crow's Nest Hotel be? What connotations does the number 13 have? What might have happened to Ellie-May? | Read The Lost Happy Endings by Carol Ann Duffy and challenge children to act out a scene for the moment where the old woman approaches Jub. Emphasise speech + emotion + action + response. | Give children an envelope containing instructions for their challenge: Get ready, thrill-seekers! At Park Hill, there's an exciting tradition that every Year 6 class looks forward to: our epic trip to Drayton Manor once SATs are over! Before we fasten our seatbelts and zoom off on the rollercoasters, we've got a mission for you... Your English challenge between now and May is to invent your very own theme park! Will it be filled with sky-high rides, a jungle adventure zone or magical lands that no-one has ever seen before? You decide! Think big, think bold, and think FUN! This is your chance to show off your imagination and creativity... and to get in the perfect mood for our Drayton Manor adventure. Let's make this the most exciting project yet! Then explore a range of leaflets collected from real theme parks and supplement with video clips. | Give children a second envelope containing important information: Oh no! Something has gone wrong at your theme park... Maybe one of the rides broke down, the food was awful, the queues were too long or the staff were rude. Whatever the problem, a visitor is NOT happy. Now you need to write a letter of complaint as if you were that unhappy visitor! |
| Journey (Examples) | | <i>NB: Year 6 have now moved away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: third-person suspense story using picture prompt of an old church Independent application: third-person suspense story – children's own choice of settings e.g. a fairground, circus, forest, hotel, abbey, aircraft, mirror, water tower | <i>NB: Year 6 have now moved away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: chapter for The Lost Happy Endings – dialogue between Jub and the old woman Independent application: children choose picture prompts to write a narrative including dialogue for e.g. Fliss and Mr Hepworth / Ellie-May / Gary from Room 13, Matila and Miss Trunchbull, a referee and a footballer, a parent and a child | <i>NB: Year 6 have now moved away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: brochure for teacher's invented theme park e.g. Fun World – detail the rides (e.g. The Sky Screamer, The Twister, The Dragon's Flight etc), eating / shopping facilities and show switch of formality in terms and conditions Independent application: brochure for children's own invented theme parks | <i>NB: Year 6 have now moved away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: formal letter of complaint relating to a "holiday from hell" Independent application: formal letter of complaint relating to children's own invented theme parks |
| Toolkit and Planning Tool (T4W) | | Toolkit: Suspense Planning tool: box up plan <i>NB: Toolkits are important elements for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i> | Toolkit: Dialogue Planning tool: box up plan | Toolkit: Persuasion (informal – PEIA toolkit) Planning tool: box up plan | Toolkit: Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: box up plan |

= new GPS (other objectives need regularly revisiting and consolidating)

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| Grammar, Punctuation and Spelling (National Curriculum) | Word | <p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell most Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> <p>Identify the subjunctive form (e.g. If I were... Were they to...)</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell most Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> <p>Use hyphens to create compound adjectives (e.g. heart-stopping)</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell most Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify word classes: relative pronouns, modal verbs, modal adverbs</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> <p>Use the subjunctive form in very formal writing and speech</p> |
| | Sentence | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials, conjunctions or pronouns) and ellipsis</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Identify the subjunctive form</p> <p>Identify the active or passive voice</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials, conjunctions or pronouns) and ellipsis</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Identify the subjunctive form</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials, conjunctions or pronouns) and ellipsis</p> <p>Use layout devices to aid cohesion and structure text e.g. headings, subheadings, columns, bullets or tables</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS) and subordination (A WHITE BUS)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Understand the difference between structures typical of informal speech e.g. question tags and contractions</p> <p>Identify the subjunctive form</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> |
| | Punctuation | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use a colon to introduce a list or to mark the boundary between independent clauses</p> <p>Use a semi-colon to mark the boundary between independent clauses</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use a colon to introduce a list or to mark the boundary between independent clauses</p> <p>Use a semi-colon to mark the boundary between independent clauses</p> <p>Use a dash to mark the boundary between independent clauses</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use a colon, semi-colon or dash to mark the boundary between independent clauses</p> | <p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use a colon, semi-colon or dash to mark the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity e.g. man-eating shark, re-cover</p> |
| Handwriting | <p>Maintain fluency and joins when writing passages: Y5+Y6 English Dictation Activities 1-4 (x1 every fortnight)</p> | | <p>Maintain fluency and joins when writing passages: Y5+Y6 English Dictation Activities 5-8 (x1 every fortnight)</p> | | |
| Spelling (Ed. Shed) | <p>Stage 6 – Spring 1</p> <ol style="list-style-type: none"> Step 13 – suffix -ably e.g. adorably, believably, changeably Step 14 – suffix -ible e.g. forcible, horrible, incredible Step 15 – challenge words e.g. attached, community, desperate Step 16 – suffix -ibly e.g. forcibly, horribly, incredibly Step 17 – words ending in -ent and -ence e.g. convenience, convenient, difference, different Step 18 – challenge words e.g. accommodate, available, competition | | <p>Stage 6 – Spring 2</p> <ol style="list-style-type: none"> Step 19 – challenge words e.g. aggressive, bruise, convenience Step 20 – words ending -er, -or and -ar Step 21 – challenge words e.g. achieve, bargain, controversy Step 22 – words beginning with acc- Step 23 – words with the prefixes dis-, un-, over- and im- Step 24 – challenge words e.g. accompany, average, conscience | | |

 = new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 6

| Term and Weeks | | Summer 1 (5) | | Summer 2 (7) | |
|--|--|---|--|--|--|
| Shared Reading (Key Text) | | Theme Park Project | | Wonder by R.J. Palacio | |
| Genre and Weeks | | Non-Fiction (2) | | Non-Fiction (5) | |
| | | Type: Recount (informal) Form: Diary entry Purpose: To recount an event | | Type: Didactic Purpose: To inspire the reader | |
| Hook (Examples) | | Give children the final envelope relating to their theme park project (following their trip): It's time to relive the excitement, the laughter and maybe even a few screams – by writing a diary entry all about your day at Drayton Manor! Think back to the rides you braved, the food you ate, the friends you laughed with and how you felt throughout the day. Were you nervous before a big rollercoaster? Did something hilarious happen while eating lunch? This is your chance to capture the memories in your own words: it's important that your personality shines through and that it sounds like you. Be honest, be expressive and have fun with it! | | Use lines of Mr Browne's precepts or pages from Wonder to create blackout poetry e.g.  Then read If by Rudyard Kipling aloud. Discuss how the poem encourages us to deal with challenges and setbacks and how the ideas connect to Auggie's story in Wonder. | |
| Journey (Examples) | | <i>NB: Year 6 have now moved away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: teacher's diary entry, exemplifying personality and informality (does it sound like me?) Independent application: children's diary entry, recounting their day at Drayton Manor | | <i>NB: Year 6 have now moved away from the imitation phase to encourage development of originality and their own writer's voice</i> Innovation: teacher's version of If, with each stanza focusing on a lesson or moral quality e.g. <ul style="list-style-type: none"> Being a good friend: If you can listen when your friend is crying... and not walk off when things are tough to bear... Being a leaner: "If you can try when answers seem confusing... and press on when others think you're done..." Being a good sport: If you can clap when someone else is winning... and smile although you gave it all and lost... Independent application: own If poem | |
| Toolkit and Planning Tool <i>NB: Toolkits are important elements for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i> | | Toolkit: Recount Planning tool: box up plan | | Toolkit: Autobiography (use elements of the PEIA biography toolkit and edit to include cohort-specific needs) Planning tool: box up plan | |

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Writing Curriculum Map

Year 6

| Term and Weeks | | Summer 1 (5) | | Summer 2 (7) | |
|---|--|---|---|---|--|
| Shared Reading (Key Text) | | Theme Park Project | Wonder by R.J. Palacio | Wonder by R.J. Palacio | |
| Grammar, Punctuation and Spelling (National Curriculum) | Word | <p>Spell most Year 3 / Year 4 words</p> <p>Spell most Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Identify the subject and the object</p> <p>Use hyphens to create compound adjectives (e.g. heart-stopping)</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell most Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify all eight word classes and related forms</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Use hyphens to create compound adjectives (e.g. heart-stopping)</p> | <p>Spell most Year 3 / Year 4 words</p> <p>Spell most Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify all eight word classes and related forms</p> <p>Identify how words are related in meaning as synonyms and antonyms</p> <p>Use hyphens to create compound adjectives (e.g. heart-stopping)</p> | |
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| Spelling (Ed. Shed) | <p>Stage 6 – Summer 1</p> <ol style="list-style-type: none"> Step 25 – words with origins in other countries and languages Step 26 – grammar vocabulary 1 Step 27 – grammar vocabulary 2 Step 28 – adding the prefix over- Step 29 – words with the suffix -ful Step 30 – adjectives used to describe settings | | <p>Stage 6 – Summer 2</p> <ol style="list-style-type: none"> Step 31 – adjectives used to describe feelings Step 32 – adjectives used to describe characters Step 33 – words that can be nouns and verbs Step 34 – words with unstressed vowel sounds Step 35 – adverbs synonymous with determination Step 36 – mathematical vocabulary e.g. addition, circumference, diameter, parallel, vertical | | |

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