



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested Stimuli or Hooks	<p>After the War by Tom Palmer</p> <p>Beyond the lines</p>	<p>The Arrival by Shaun Tan</p> <p>Hitler's Canary by Sandi Toksvig</p> <p>The Twelve Days of Christmas</p>	<p>Moth</p> <p>Tales of Ancient Worlds: Adventures in Archaeology by Stefan Milosavljevic</p>	<p>Pig-Heart Boy</p> <p>The Lion and the Unicorn by Shirley Hughes</p> <p>Windrush Child by Benjamin Zephaniah</p>	<p>The Hobbit by J.R.R Tolkien</p> <p>Malala: My story Biography</p>	<p>Recount the residential trip week</p> <p>Go Big: The Secondary School Survival Guide by Matthew Burton</p>

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – **Contemporary**, **Classic** & **Cultural**. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.

For progression in genres: [Reasons to write and progressions in genres](#)

For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<p><u>Spelling</u></p> <p>To use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell some words with 'silent' letters</p>	<p><u>Pupils should be taught to write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary 	<p><u>Develop their understanding of the concepts by:</u></p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence

<p>To continue to distinguish between homophones and other words which are often confused</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in (Spelling Appendix 5-6)</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus</p>	<ul style="list-style-type: none"> choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p><u>Learning the grammar for years 5 and 6 Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology accurately and appropriately in
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		<p>punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none">• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<p>discussing their writing and reading</p>
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