



'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
<b>Text Types</b>	<p><b>Write to inform</b> After the War by Tom Palmer Non-chronological report about the impact of war – cause and consequence.</p> <p><b>Write to entertain</b> Beyond the lines – Literacy Shed Dialogue between characters 1st person narrative from a soldier's point of view</p>	<p><b>Write to entertain</b> *The Arrival by Shaun Tan 3<sup>rd</sup> person narrative</p> <p><b>Write to persuade</b> *Hitler's Canary by Sandi Toksvig Letter form Bamse persuading his brother to join the resistance.</p> <p><b>Write to inform</b> The Christmas Truce – Literacy Shed visual literacy Newspaper report about the Christmas truce</p>	<p><b>Write to inform</b> *Moth Explanation Text Why do animals evolve?</p> <p><b>Write to persuade</b> *Tales of Ancient Worlds: Adventures in Archaeology by Stefan Milosavljevic Job description &amp; advert</p>	<p><b>Write to discuss</b> Pig-Heart Boy: balanced argument. Balanced argument – Should animal organs be used for human transplants? Argument - Should animal organs be used for human transplants?</p> <p><b>Write to entertain</b> *The Lion and the Unicorn by Shirley Hughes Setting description of London during The Blitz.</p> <p><b>Write to entertain</b> *Windrush Child by Benjamin Zephaniah Diary entry from the point of view of the central character describing the journey.</p>	<p><b>Write to entertain</b> *The Hobbit by J.R.R Tolkien Character description</p> <p><b>Write to entertain/inform</b> Malala: My story Biography Diary entry</p>	<p><b>Write to inform</b> Recount the residential trip week</p> <p><b>Write to inform</b> Go Big: The Secondary School Survival Guide by Matthew Burton Letter of introduction to new teacher. Year 6 survival guide for Year 5.</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><b><u>Spelling</u></b></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>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><b><u>Pupils should be taught to write legibly, fluently and with increasing speed by:</u></b></p> <ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task</li></ul>	<p><b><u>Plan their writing by:</u></b></p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p><b><u>Draft and write by:</u></b></p> <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précising longer passages</li></ul>	<p><b><u>Develop their understanding of the concepts by:</u></b></p> <ul style="list-style-type: none"><li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• using passive verbs to affect the presentation of information in a sentence</li><li>• using the perfect form of verbs to mark relationships of time and cause</li><li>• using expanded noun phrases to convey complicated information concisely</li><li>• using modal verbs or adverbs to indicate degrees of possibility</li><li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li></ul> <p><b><u>Learning the grammar for years 5 and 6 Indicate grammatical and other features by:</u></b></p> <ul style="list-style-type: none"><li>• using commas to clarify meaning or avoid ambiguity in writing</li></ul>

<p>To use a thesaurus</p>		<ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b><u>Evaluate and edit by:</u></b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>
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