

Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>The exploration of Antarctica</b></p> <p><u>Key Text</u> Polar Bear Explorers' Club Shackleton's Journey</p>	<p><b>World War One</b></p> <p><u>Key Text</u> Private Peaceful The Last Post</p>	<p><b>World War Two</b></p> <p><u>Key Text</u> Letters from the lighthouse When the sky falls</p>	<p><b>Empathy, Tolerance and Injustice</b></p> <p><u>Key Text</u> The Nowhere Emporium Floodland</p>	<p><b>Circulation</b></p> <p><u>Key Text</u> Pig Heart Boy</p>	<p><b>Evolution</b></p> <p><u>Key Text</u> Darwin's Dragons</p>
<p><b>Knowledge (Genres taught)</b></p>	<p><b>Write to entertain</b> -poetry using 'The Dreadful Menace' from Literacy Shed + -narrative recount and diary using the text 'Shackleton's Journey'</p> <p><b>Write to persuade</b> -advertisement to sell DT project 'beanie hats'</p>	<p><b>Write to entertain</b> -poetry based on poppies -description using the video 'The Christmas Truce'</p> <p><b>Write to inform</b> -letters from the front, using key text stimulus</p>	<p><b>Write to entertain</b> -diary of an evacuee using key text stimulus</p> <p><b>Write to discuss</b> -balanced argument - should evacuation have happened?</p> <p><b>Write to inform</b> Newspaper – Battle of Britain</p>	<p><b>Write to entertain</b> -story prequal using 'Titanium' from Literacy Shed+ -suspense narrative using text stimulus</p> <p><b>Write to persuade</b> Speech- 'I have a dream' by Martin Luther King</p>	<p><b>Write to entertain</b> -monologue – Pig Heart Boy</p> <p><b>Write to inform</b> -information text about the circulatory system</p>	<p><b>Write to entertain</b> -story using the text 'Darwin's Dragons' -leaver's reflections and memoirs</p> <p><b>Write to persuade</b> -a visit to the Galapagos Islands</p>
<p><b>Skills (spelling)</b></p>	<p><b>Write to entertain</b> nuisance hindrance temperature desperate determined conscious conscience Statutory spelling rules: - Words spelt 'ei' after 'c' -Words with silent letters</p> <p><b>Write to persuade</b> marvellous privilege amateur convenience Statutory spelling rules: -Homophones and near homophones</p>	<p><b>Write to entertain</b> soldier individual existence individual awkward foreign Statutory spelling rules: -homophones and near homophones - root word ending in -ce, -'ough' is used to spell a number of different sounds</p> <p><b>Write to inform</b> occupy physical sacrifice Statutory spelling rules: - Use -ant and -ance/-ancy if there is a related word. -ation endings are often a clue.</p>	<p><b>Write to entertain</b> apparent (apparently) embarrass (embarrassed/ embarrassing) according Statutory spelling rules:</p> <p><b>Write to discuss</b> recognise necessary (necessarily) criticise Statutory spelling rules: -Adding suffixes beginning with vowel letters to words ending in -fer</p> <p><b>Write to inform</b> equipment communicate frequently Statutory spelling rules: -Hyphens can be used to join a prefix to a root word</p>	<p><b>Write to entertain</b> harass muscle stomach immediately identity definite Statutory spelling rules: - Homophones and other words that are often confused - Words ending in -able and -ible</p> <p><b>Write to persuade</b> sincere community accommodate prejudice Statutory spelling rules: - Words with 'silent' letters</p>	<p><b>Write to entertain</b> existence nuisance bargain Statutory spelling rules: -Words ending in -able and -ible - Endings which sound like -tial/-cial</p> <p><b>Write to inform</b> system rhythm occur Statutory spelling rules: -Homophones and other words that are often confused</p>	<p><b>Write to entertain</b> attached average programme excellent competition committee Statutory spelling rules: -Endings spelt -cious or -tious - Homophones and other words that are often confused (continued)</p> <p><b>Write to persuade</b> correspond persuade accompany Statutory spelling rules: -Words ending in -ent, -ence/-ency</p>

<p><b>Skills (composition, vocabulary, grammar and punctuation)</b></p>	<p><b>Write to entertain</b>          -joined handwriting          -consistent verb tense          -accurate punctuation from previous year groups          -selecting language that shows good awareness of reader          - describe settings, characters and atmosphere          -cohesive devices, including conjunctions          -oral rehearsing and performing          -poetic devices (figurative) and layout          -editing</p> <p><b>Write to persuade</b>          -joined handwriting          -editing and publishing          -Propose changes to vocabulary and grammar          - Use organisational and cohesive devices to structure text          -persuasive language</p>	<p><b>Write to entertain</b>          - joined handwriting          -consistent verb tense          -accurate punctuation from previous year groups          -selecting language that shows good awareness of reader          - describe settings, characters and atmosphere          -cohesive devices, including conjunctions          -commas to clarify meaning          -poetic devices (figurative) and layout          -editing and publishing          -accurate verb tense, including passive voice</p> <p><b>Write to inform</b>          -formal/informal English          -punctuation for cohesion, including parenthesis and colons/ semi-colons          -co-ordinating and subordinating conjunctions          -speech – reported and direct          -Assess the effectiveness of their own and others’ writing</p>	<p><b>Write to entertain</b>          -joined handwriting          -Use of first person          -Range of devices to build cohesion</p> <p><b>Write to discuss</b>          - Structure - opening statement, paragraph to support, paragraph against and recommendation.          -Formality – selecting language that shows good awareness of the reader</p> <p><b>Write to inform</b>          -formal/informal tone          -direct and indirect speech          - Complex sentences          -Subjunctive mood (levels of formality)          -Colons and semi-colons          -use of speech to enhance action</p>	<p><b>Write to entertain</b>          -Describe settings, characters and atmosphere in narratives          -Selecting vocabulary and grammatical structures that reflect what the writing requires (for example contractions, passive verbs, modal verbs)          -using the range of punctuation taught at Key Stage 2          -Using verb tenses consistently and correctly throughout writing          -Integrating dialogue in narratives to convey character and advance the action</p> <p><b>Write to persuade</b>          -proofread, draft and edit          -selecting language that shows good awareness of the reader          -Vary sentence length          -Rhetorical questions          -Emotive language          -Using a range of devices to build cohesion</p>	<p><b>Write to entertain</b>          -joined handwriting          - Describing settings, characters and atmosphere, in narratives          - Selecting vocabulary and grammatical structures that reflect what the writing requires          -demonstrating the range of punctuation taught at key stage 2</p> <p><b>Write to inform</b>          - selecting language that shows good awareness of the reader          -Using a range of devices to build cohesion within and across paragraphs          For example: conjunctions, adverbials of time, pronouns, synonyms          Structural devices          -Assess the effectiveness of their own and others’ writing          -Proofread Draft and redraft</p>	<p><b>Write to entertain</b>          -Imperative verbs          -Technical vocabulary          -Vary sentence length          -Rhetorical questions          - Emotive language -Passive voice</p> <p><b>Write to persuade</b>          -joined handwriting          - Identify audience &amp; purpose          Select appropriate vocabulary &amp; grammar and how they enhance meaning          -Use a wide range of devices to build cohesion across paragraphs          -persuasive language          -Proofread Draft and redraft          Perform</p>
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**Intent**

Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.