

Wheeler's Lane Primary School

Curriculum Overview

English - Writing



YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNIT (High quality text/s to be used)	1. Holes	2. The Listeners 3. A Christmas Carol	4. Pig Heart Boy	5. The Arrival		6. Infinite Lives of Maisie Day
Genres to be covered (in sequence) * <i>Bold indicates Gold Book Write</i>	1.1 Non-chronological report 1.2 Formal Letter	Poetry analysis Setting Description 2.1 Narrative (tension and suspense) Setting description Character description 3.1 Narrative retelling of two scenes	4.1 Diary 4.2 Non-chronological report 4.3 Newspaper article	5.1 Persuasive Letter Narrative - dialogue to advance action effective character description create atmosphere in a narrative 5.2 Narrative (contrasting settings)		6.1 Setting Description 6.2 <i>Any required further writing*</i> Drama (Year 6 Performance)
Knowledge and Skills to be covered * Statements in Green indicate assessment statement	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of ellipsis in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. 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 of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of past perfect tenses	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)

* Our writing curriculum uses selected high quality texts as our starting point. All our writing, both fiction and non-fiction, should begin with our selected high quality texts

** Knowledge and skills to be covered indicate when something should be introduced. This should be revisited along with previous knowledge and skills where needed