

Year 6 Spring Writing Curriculum

Summer 1 Term Y6	Write a continuation of the story with the main character encountering the villain for the first time and write an explanation for a spy manual to explain how a new spy gadget works both based on Stormbreaker and the Alex Rider series of books.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs to make sequential, causal or logical connections. Use adverbials: similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. Also devices, such as headings, sub headings, columns, bullets, tables, to structure text. • Use devices to build cohesion between paragraphs in narrative such as: in the meantime, meanwhile, in due course, until then also use repetition of word or phrase. • Identify and use semi-colons and dash to mark the boundary between independent clauses. • Use of the colon to introduce a list and use of the semicolon within lists. Punctuation of bullet points to list information. explore how colons can be used to increase the impact of key quotations which give an insight into person's motives and life choices. Explore how colons can be used to lead to a 'big reveal' of a person's actions. • Use active and passive voice accurately to present information in a sentence; explore how passives can be used to create dramatic cliff hangers e.g. It was then that his life was ruined. • Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause • Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. • Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to or Were they to come. • Explore the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. use of question tags, e.g. He's your friend, isn't he? • Consider and select the best fit vocabulary where words are related by meaning as synonyms and antonyms e.g. big, large, little. Use Powerful, evocative language for settings and characters and powerful and varied verbs for action. Understand nuances in vocabulary choice. • Apply language from independent research: use technical vocabulary and precis information including hypothetical language (if...then, might, when the...) • Use a range of conjunctions in varying positions punctuated accurately and use prepositional phrase to enhance clarity for the reader. • Mark speech with accurate punctuation and use a reported clause to give detail eg sniggered Brendon as he high-fived his friends. • To use relative clauses and begin using embedded relative clauses to add detail including using the implied relative pronoun and use brackets, commas or dashes to mark parenthesis. • Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. • Begin a sentence with a range of features including verb+ed, verb+ing, prepositions, adverbs.
Composition, drafting and writing	<ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact; to influence reader's opinion of a character, place or situation • Select appropriate register for formal and informal purposes, e.g. dialogue within narrative (formal or informal), text message a friend (informal) explanation (formal) • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action also heighten atmosphere and empathy for central character. Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood. • Consciously control the use of different sentence structures for effect. Gradually reveal more as the story unfolds, through the way that characters talk, act and interact with others. • Use a wide range of devices to build cohesion within and across paragraphs. Leave clues to the reader whilst showing cohesion. • Use techniques to break conventions to achieve specific effects and use similar techniques in own writing – e.g. to convey tedium, one-word sentence. • The story is well constructed (including cause and effect) and raises intrigue or suspense. Deliberate ambiguity or questions are set up in the mind of the reader until later in the text. • Clear change in setting and mood described with a range of techniques including using paragraphs to vary pace and emphasis. portray events happening simultaneously • Change paragraphs with purpose and clarity which enhances tone and meaning for the reader. • Use a setting where there is potential for adventure through a threat or danger; description adds to the sense of adventure or possible prediction at what could happen • adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action
Composition, planning and editing	<ul style="list-style-type: none"> • Identify audience and purpose. Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar. Begin considering viewpoint when writing. To consider authorial choices and impact on reader. • Draw on similar writing models, reading and research. Make organised notes from writing similar to that which they are planning to be able to form a variety of sentences. • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader. Recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour. • Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the readers view of a place or situation • Compare how authors develop characters and settings (in books, films and performances). • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Proofread for grammatical, spelling and punctuation errors. • Compose a number of sentences orally, including making specific vocabulary choices, before writing it. • Use additional resources, such as a dictionary, to aid accuracy.

Spring 2 Term Y6	Write a news website page reporting/recounting/explaining/describing the events of a volcanic eruption and write a series of 3 poems about friendship- connect the poems in some way based on <i>The Final Year</i>.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs in nonfiction texts to make sequential, causal or logical connections; use adverbials: similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence, usually, commonly. Also devices, such as headings, sub headings, columns, bullets, tables, to structure text. Use hypothetical language (if...then, might, when the...) • Identify and use semi-colons and dash to mark the boundary between independent clauses. • Use of the colon to introduce a list and use of the semicolon within lists. Punctuation of bullet points to list information. Colons lead the reader to a revelation of information. • Explore and investigate active and passive to affect the presentation of information in a sentence; explore how passives can be used to avoid naming the agent of a verb where the agent in the sentence is unimportant; to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. • Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause • Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. • Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to or Were they to come. • Select the best fit vocabulary where words are related by meaning as synonyms and antonyms e.g. big, large, little. Use Powerful, evocative language including verbs for poetry. Use precise word choices; select language to appeal to the reader and clarify technical vocabulary in newspaper report. Apply language from independent research. Understand nuances in vocabulary choice. • Use a range of conjunctions in varying positions punctuated accurately and use prepositional phrase to enhance clarity for the reader. • Mark speech with accurate punctuation and use a reported clause to give detail – use reported speech in news report. • Use relative clauses and embedded relative clauses to add detail including using the implied relative pronoun and use brackets, commas or dashes to mark parenthesis based on its importance to the clause. • Use verb tenses consistently and correctly and write in third person for newspaper report. • Use expanded noun phrases to describe and specify including with modifying adjectives and specific vocabulary choices • Use a range of figurative language to create vivid imagery.
Composition, Drafting and writing	<ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact • Select appropriate register for formal and informal purposes, e.g. reporting events (formal), reported speech within report (formal or informal), • Consciously control the use of different sentence structures for effect. <ul style="list-style-type: none"> • Manipulate style for specific purpose and audience: hybrid texts blend different text features and genres within newspaper report, appropriate to the style, to engage the audience • Use a wide range of devices to build cohesion within and across paragraphs: layout features of a journalistic report- headline, photographs and captions and ending with a summary, comment or question • Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in poem. • Use direct and reported speech to express a range of viewpoints. Use quotes from people to provide opinions and information • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Provide well-developed factual information for the reader. Use paragraphs purposefully and creatively to clearly structure main ideas across the text; ensure style and form is consistent and that developing material is introduced in a logical manner with accuracy. • Include a summarising statement and rhetorical questions to talk directly to the reader in newspaper. • use imagery and different descriptions to help the reader visualise what you are describing but avoid using too many adjectives or predictable similes. Use comparisons they will recognise from their own lives. • Select pattern or form to match meaning and own voice
Composition, planning and editing	<ul style="list-style-type: none"> • Identify audience and purpose. Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar. • Compare how authors develop characters and settings (in books, films and performances). • Draw on similar writing models, reading and research. • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Proofread for grammatical, spelling and punctuation errors. • Use appropriate and effective intonation and volume. • Add gesture and movement to enhance • Encourage and take account of audience engagement. • Read the text aloud as you draft, to check how it sounds when read aloud or performed; • prove it by checking that every word does an important job, changing the vocabulary to use more surprising or powerful words; • Explore use of structures by known poets to organise information and impact on the reader. Explore how known poets break the sentence rules and the impact this has on the reader.
Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently, with increasing speed • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.