

Year 6 Spring Writing Curriculum	
Spring 1 Term Y6	To write an informal magazine interview and a formal police interview with Romeo, considering how the information is presented on the page and write a podcast entry in the style of the book <i>Loki</i> (include speech bubbles and cartoons) for a Norse god or goddess. What might happen to them on Earth?
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. His Majesty decrees that Romeo be exiled from Verona. • Identify and use of semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. • Use of the semi-colon, colon and dash to mark the boundary between independent clauses-explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout his life, loves words remained with him: 'Romeo Romeo ...'explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that he made his most important decision: to flee the city. • Explore and investigate active and passive. • Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. It was at that point that his life was thrown out of control. • Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: similarly, although, additionally, another possibility, alternatively, as a consequence. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, use conjunctions and adverbs to create contrast concisely summarising the complexity of certain situations (such as comparison of a negative experience with a positive) e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive • Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact • varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology. Moving from discussing past present and future events. • Opening and closing lines of paragraphs support movement across the text.
Composition, drafting and writing	<ul style="list-style-type: none"> • Revise the different sentence structures, e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures. • Use devices to build cohesion within and across paragraphs in narrative writing, e.g. adverbials such as meanwhile; several days earlier; years passed, many • Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit. • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Use quotes from people to provide opinions and information • Use appropriate formality for intended audience • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question. • Use quotes from people to express feelings • Select the appropriate tense and use accurately e.g. shifts in time and flashbacks • Use an informal conversational style
Composition, planning and editing	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing. (formal newspaper informal podcast) • Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan. • Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Spring 2 Term Y6	Create arguments for a debate: What were the consequences of the attack on Lindisfarne? Write a simile and metaphor poem about our feelings using the text <i>Courage in a Poem</i> as stimulus.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Use of the colon to introduce a list and Identify and use of semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Use of the semi-colon, colon to mark the boundary between independent clauses. For example: introduce questions for discussion e.g. The pressing issue now is this: what should happen to....? Introduce a quotation to support a viewpoint; to prepare the reader for a revelation of the author's opinion in the final paragraph e.g. The final conclusion is therefore clear in my mind: animal testing must be banned immediately • Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect). • Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: similarly, although, additionally, another possibility, alternatively, as a consequence. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun). Use a range of connecting adverbs to move between opposing views, e.g. on the other hand • Use of passive voice to give a tone of formality and where the agent in the sentence is unimportant e.g. Viking relics were discovered... • Adverbial phrases link events according to chronology and cause e.g. Once this had happened, the monks... • Use modal verbs to recommend and assert e.g. it might be advisable to ...
Composition, Drafting and writing	<ul style="list-style-type: none"> • Revise the different sentence structures, e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures. • Use devices to build cohesion within and across paragraphs in narrative writing, e.g. adverbials such as meanwhile; several days earlier; years passed, many • Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit. • Use technical vocabulary and precis information: use precise, thematic vocabulary to establish authority • Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition • Apply language from independent research • Use hypothetical language (if...then, might, when the...) • Use rhetorical questions to talk directly to the audience • Adapt formality to suit purpose and audience. Use formal language: passive voice e.g. it is thought by many people, subjunctive form e.g. suggest, request, demand; ambiguous determiners e.g. some, many, most. • Avoid informality: 1 st person, contractions, colloquialisms • Support points using persuasive examples and provide evidence • Follow a clear structure e.g. introduce the point, arguments for and against, summary
Composition planning and editing	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, • Compare and discuss two similar texts and draw on these to create own plan for writing, noting key ideas and vocabulary on the plan. • Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. • Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using intonation in response to punctuation to mark clauses.
Handwriting	<ul style="list-style-type: none"> • Write with increasing speed • Choosing the writing implement that is best suited for a task