

English Writing Curriculum Overview – Year 6

Autumn 1			
Topic	Victorians		
Key Text(s)	Stormbreaker		
Whole Class Reading Texts	Street Child		
Key Genre(s)	Narrative(character and setting) - Stormbreaker	Informal letter - Something Fishy	
Key Skills	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)	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)	
	In narratives, describe settings, characters and atmosphere	In narratives, describe settings, characters and atmosphere	
	Integrate dialogue in narratives to convey character and advance the action	Integrate dialogue in narratives to convey character and advance the action	
	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)	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 a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
	Use verb tenses consistently and correctly throughout their writing	Use verb tenses consistently and correctly throughout their writing	
	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
	Use of all the punctuation to indicate direct speech	Use of all the punctuation to indicate direct speech	
	Apostrophes to mark singular and plural possession	Apostrophes to mark singular and plural possession	
	Use of commas after fronted adverbials	Use of commas after fronted adverbials	

	Brackets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis	
	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity	

Autumn 2			
Topic	Extreme Weather and Climate		
Key Text(s)		Auta the Giant Killer	
Whole Class Reading Texts	Street Child		
Key Genre(s)	Street Child -Newspaper report	Auta the Giant Killer -Narrative (story ending)	
Key Skills	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)	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)	
	Integrate dialogue in narratives to convey character and advance the action	In narratives, describe settings, characters and atmosphere	
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	Integrate dialogue in narratives to convey character and advance the action	
	Use verb tenses consistently and correctly throughout their writing	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 the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
	Use of commas after fronted adverbials	Use verb tenses consistently and correctly throughout their writing	
	Brackets, dashes or commas to indicate parenthesis	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
	Use of commas to clarify meaning or avoid ambiguity	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious	

		vocabulary	
	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Use of all the punctuation to indicate direct speech	
	Use of all the punctuation to indicate direct speech	Apostrophes to mark singular and plural possession	
	Apostrophes to mark singular and plural possession	Use of commas after fronted adverbials	
		Brackets, dashes or commas to indicate parenthesis	
		Use of commas to clarify meaning or avoid ambiguity	

Spring 1		
Topic	Crime and Punishment	
Key Text(s)	Holes	Holes
Whole Class Reading Texts	Holes	
Key Genre(s)	Holes -Formal Letter of complaint	Holes -Persuasive writing (invention)
Key Skills	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)	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)
	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)	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)
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	Use of commas after fronted adverbials	Use of commas after fronted adverbials
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	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity

Spring 2			
Topic	The UK		
Key Text(s)			
Whole Class Reading Texts	Holes		
Key Genre(s)	Holes -Narrative - setting	Holes -Non-Chronological Report	
Key Skills	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)	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)	
	In narratives, describe settings, characters and atmosphere		
	Integrate dialogue in narratives to convey character and advance the action		
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	Use of all the punctuation to indicate direct speech		
	Apostrophes to mark singular and plural possession	Apostrophes to mark singular and plural possession	
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	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity	

Summer 1			
Topic	Egyptians		
Key Text(s)			
Whole Class Reading Texts	Boy at the back of the class		
Key Genre(s)	Narrative - Alma - suspense story	Explanation text	
Key Skills	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)	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)	
	In narratives, describe settings, characters and atmosphere	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)	
	Integrate dialogue in narratives to convey character and advance the action	Use verb tenses consistently and correctly throughout their writing	
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	

	dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)		
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
	Use verb tenses consistently and correctly throughout their writing	Maintain legibility in joined handwriting when writing at speed	
	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	Use of commas after fronted adverbials	
	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Brackets, dashes or commas to indicate parenthesis	
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	Use of commas after fronted adverbials		
	Brackets, dashes or commas to indicate parenthesis		
	Use of commas to clarify meaning or avoid ambiguity		

Summer 2			
Topic	Trade & Economics		
Key Text(s)			
Whole Class Reading Texts	Boy at the back of the class		
Key Genre(s)	Poetry	Narrative - Teeth and Harry Potter - dialogue	
Key Skills	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)	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)	
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly	In narratives, describe settings, characters and atmosphere	

	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 verb tenses consistently and correctly throughout their writing	Integrate dialogue in narratives to convey character and advance the action	
	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	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)	
	Maintain legibility in joined handwriting when writing at speed	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
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