## English Writing Curriculum Overview – Year 6

	Autumn 1		
Topic		Victorians	
Key Text(s)	Stormbreaker		
Whole Class		Street Child	
Reading Texts			
Key Genre(s)	Narrative(character and setting) - Stormbreaker	Informal letter - Something Fishy	
Key Skills	Write effectively for a range of purposes and	Write effectively for a range of purposes and	
	audiences, selecting language that shows good	audiences, selecting language that shows good	
	awareness of the reader (e.g. the use of the first	awareness of the reader (e.g. the use of the first	
	person in a diary; direct address in instructions and	person in a diary; direct address in instructions and	
	persuasive writing)	persuasive writing)	
	In narratives, describe settings, characters and	In narratives, describe settings, characters and	
	atmosphere	atmosphere	
	Integrate dialogue in narratives to convey character	Integrate dialogue in narratives to convey character	
	and advance the action	and advance the action	
	Select vocabulary and grammatical structures that	Select vocabulary and grammatical structures that	
	reflect what the writing requires, doing this mostly	reflect what the writing requires, doing this mostly	
	appropriately (e.g. using contracted forms in	appropriately (e.g. using contracted forms in	
	dialogues in narrative; using passive verbs to affect	dialogues in narrative; using passive verbs to affect	
	how information is presented; using modal verbs to	how information is presented; using modal verbs to	
	suggest degrees of possibility)	suggest degrees of possibility)	
	Use a range of devices to build cohesion (e.g.	Use a range of devices to build cohesion (e.g.	
	conjunctions, adverbials of time and place,	conjunctions, adverbials of time and place,	
	pronouns, synonyms) within and across	pronouns, synonyms) within and across paragraphs	
	paragraphs	The section of the se	
	Use verb tenses consistently and correctly	Use verb tenses consistently and correctly	
	throughout their writing	throughout their writing	
	Use the range of punctuation taught at key stage 2	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other	
	mostly correctly^ (e.g. inverted commas and other	, , ,	
	punctuation to indicate direct speech)  Spell correctly most words from the year 5 / year 6	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 list,* and use a dictionary to check the	
	spelling of uncommon or more ambitious	spelling of uncommon or more ambitious	
	vocabulary	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	Apostrophes to mark singular and plural possession	
	possession	, restrict to main singular and planar possession	
	Use of commas after fronted adverbials	Use of commas after fronted adverbials	
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	Brackets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis	
ĺ	Use of commas to clarify meaning or avoid	Use of commas to clarify meaning or avoid	
	ambiguity	ambiguity	

		Autumn 2		
Topic		Extreme Weather and Climate		
Key Text(s)		Auta the Giant Killer		
Whole Class	Street Child			
Reading Texts				
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	Holes	S	
Reading Texts			
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)	
	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 <sup>^</sup> (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 o	of all the punctuation to indicate direct speech	Use of all the punctuation to indicate direct speech
Apost	strophes to mark singular and plural possession	Apostrophes to mark singular and plural possession
Use o	of commas after fronted adverbials	Use of commas after fronted adverbials
Brack	kets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis
Use o	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		Holes		
Reading Texts				
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			
	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,	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	pronouns, synonyms) within and across paragraphs		

	Use verb tenses consistently and correctly throughout their writing	Use verb tenses consistently and correctly throughout their writing	
n	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)	
S	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	
L	Use of all the punctuation to indicate direct speech		
	Apostrophes to mark singular and plural possession	Apostrophes to mark singular and plural possession	
L	Use of commas after fronted adverbials	Use of commas after fronted adverbials	
р	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	

	Summer 1			
Topic		Egyptians		
Key Text(s)				
Whole Class		Boy at the back of the class		
Reading Texts				
Key Genre(s)	Narrative - <b>Alma</b> - 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)  In narratives, describe settings, characters and atmosphere	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)		
	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)		

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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.	Spell correctly most words from the year 5 / year 6	
	·	
throughout their writing	at speed	
Use the range of punctuation taught at key stage 2	Use of commas after fronted adverbials	
mostly correctly^ (e.g. inverted commas and other		
punctuation to indicate direct speech)		
Spell correctly most words from the year 5 / year 6	Brackets, dashes or commas to indicate	
spelling list,* and use a dictionary to check the	parenthesis	
spelling of uncommon or more ambitious	·	
vocabulary		
Maintain legibility in joined handwriting when writing	Use of commas to clarify meaning or avoid	
5 , ,	, ,	
Use of all the punctuation to indicate direct speech	,	
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		
	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 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  Maintain legibility in joined handwriting when writing at speed  Use of all the punctuation to indicate direct speech  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	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 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)  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  Maintain legibility in joined handwriting when writing at speed  Use of commas to indicate parenthesis  Brackets, dashes or commas to clarify meaning or avoid ambiguity  Use of commas after fronted adverbials  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid

	Summer 2			
Topic		Trade & Economics		
Key Text(s)				
Whole Class		Boy at the back of the class		
Reading Texts				
Key Genre(s)	Poetry	Narrative - <b>Teeth and Harry Potter</b> - 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		

throughout their writing	and advance the action	
Spell correctly most words from the year 5 / year 6	Select vocabulary and grammatical structures that	
spelling of uncommon or more ambitious	appropriately (e.g. using contracted forms in	
vocabulary	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	Use a range of devices to build cohesion (e.g.	
at speed	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	Use the range of punctuation taught at key stage 2	
parenthesis		
	punctuation to indicate direct speech)	
Use of commas to clarify meaning or avoid	Spell correctly most words from the year 5 / year 6	
ambiguity	spelling list,* and use a dictionary to check the	
	vocabulary	
	spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary  Maintain legibility in joined handwriting when writing at speed  Use of commas after fronted adverbials  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid	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  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  Maintain legibility in joined handwriting when writing at speed  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity  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)  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 the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation in 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