

## Overview of Y6 Writing Curriculum

<b>Autumn Term</b>						
<b>Rationale</b>						
<p><b>Autumn 1</b> During this half term the children will be basing their writing on their Science unit of study 'Light', their History unit of study 'How did crime and punishment change from Anglo-Saxon times to today' and exciting stimuli. The first piece is studying a poem in detail, learning the poem and then performing the poem. The poem was selected as the poets are high quality and the children compare the poems. The second piece is linked to Science and an explanation of how we see. This is later in the half term as the children will have had exposure to circuits. Following on from this is a narrative flashback. This is a great descriptive piece and children can really link emotions to their writing. The last piece of writing is a characterisation based on a character in the Street Child book. Children will have had exposure to this book throughout the half term so will have a good understanding of the character.</p> <p><b>Autumn 2</b> During this half term the children will be linking their writing to their Geography unit of study 'How can we save our planet'. The children will write a creative speech about how they feel they could help save the planet and use Greta Thunberg's speech as a stimulus. The next two pieces of writing are linked to Shkelston Journey which is a book the children will be looking in depth at throughout the half term. The children will create a diary entry based on a day on the ship and then a newspaper report about the day the ship set sail. Both these pieces are towards the end of the half term so the children have more exposure to the book.</p>						
<b>Weeks</b>	<b>Key Stimuli</b>	<b>Key Purpose</b>	<b>Forms</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Handwriting</b>
	<b>Autumn 1</b>					
1/ 2	My Friend Walter by Michael Morpurgo Chapter 1	To entertain with recount To show feeling and emotion	Diary writing	Challenge Words (1)  Challenge Words (2)	Revision of all word classes.	Pre-module assessment (1)  Lessons 1 & 2 (2)
3/4	My Friend Walter by Michael Morpurgo Chapter 2	To inform	Biographical information text on Walter Raleigh	Challenge Words (3)	Paragraphs  Capital letters Full stops Question marks	Lessons 3 & 4 (3)
5	My Friend Walter by Michael Morpurgo Chapter 3	To entertain	Character description	Challenge Words (4)  Challenge Words (5)	Exclamation marks Commas for lists Apostrophes for contraction	Lessons 5 & 6 (4)  Lessons 7 & 8 (5)

6	Assessment Week- Read up to Ch.6			Challenge Words (6)		Lessons 9 & 10 (6)
7	My Friend Walter by Michael Morpurgo <b><u>(Read to end of Ch.6)</u></b>	To entertain	Predict end of story-narrative	Challenge Words (7)		INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (7)
<b>Autumn 2</b>						
1 & 2	Shakespeare	To entertain and inform	Autobiography- as William Shakespeare	Challenge Words (1)	Hyphens  Dashes Colons Semi-colons  Different verb forms  Past and present progressive verb forms	Lessons 11 & 12 (1)
				Challenge Words (2)		Lessons 13 & 14 (2)
3 & 4	Shakespeare 'Romeo and Juliet' Adapted tale	To entertain and inform	Newspaper report	Challenge Words (3)		Lessons 15 & 16 (3)
				Spelling Rules: Words with the short vowel sound /i/ spelled y (4)		Lessons 17 & 18 (4)
5	Shakespeare 'Romeo and Juliet' Adapted tale	To persuade	Write a persuasive letter from Friar Lawrence to both families to form a truce	Spelling Rules: Words with the long vowel sound /i/ spelled with a y. (5)		Lessons 19 & 20 (5)
6	Assessment Week			Spelling Rules: Adding the prefix 'over' to verbs. (6)		Lessons 21 & 22 (6)
7	Shakespeare 'Romeo and Juliet' Adapted tale	To persuade	Write a persuasive letter from Friar Lawrence to both families to form a truce	Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' (7)		INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (7)

<b><u>Spring Term</u></b>	
<b>Rationale</b>	
<b>Spring 1</b>	Throughout this half term the children will be linking their writing to their Science unit of study 'Living Things' and their History unit of study 'Why did the Shang Dynasty end?'. The children's first piece of writing is about a description of the life cycle of an animal. This links in with the children science unit. We decided to give the children their own choice of animal so they develop their own creative flare with their writing. The second piece of writing is a persuasive informal letter from Lila to her father based on the Firework Maker's Daughter. This letter is to persuade her father to let her become a firework maker. The children will have been exposed to the book and have a good idea about what a Firework Maker does. The last piece of work is a narrative essay based on the story The Firework Makers Daughter. By this time in the half term children will have had plenty of exposure to the book and will be able to use this knowledge in their own narrative.
<b>Spring 2</b>	

The children will be basing their writing on the time of year and their Geography unit of study 'What's significant about Asia?' The first piece is studying a poem in detail, learning the poem and then performing the poem. We decided on Daffodils and The Sick Rose by William Wordsworth as William Wordsworth is a key, high quality poet. Children then create their own flower poem using both these examples to help them and children can perform their own poem. Following on from this the children will create their own narrative story based on the Willow Pattern Story which is a story that links in well with Asia. The last piece of writing is non-chronological report about a country in Asia. We placed this at the end of the half term so children can use acquired knowledge from the half term. We decided to give children a choice of country in Asia so they develop their own writers flare.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
	<b>Spring 1</b>					
1	Street Child by Bertie Doherty	To inform	To write from different points of view	Spelling Rules: Words which can be nouns and verbs. (1)	Perfect verb forms	Lessons 23 & 24 (1)
2 & 3	Street Child by Bertie Doherty	To inform	An explanation report about workhouses	Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' (2)  Spelling Rules: Words with a 'soft c' spelled /ce/. (3)	Modal verbs  Passive verbs  Inverted commas Apostrophes for possession	Lessons 25 & 26 (2)  Lessons 27 & 28 (3)
4 & 5	Street Child by Bertie Doherty	To entertain	Short diary entry for Rosie  Write a letter to explain what happened to Rosie and sister	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite (4)  Spelling Rules: Words with the /f/ sound spelled ph. (5)	Commas for clarity  Punctuation for parenthesis ( ) - - , , Semi-colons colons hyphens	Lessons 29 & 30 (4)  Lessons 31 & 32 (5)
6	Assessment Week			Spelling Rules: Words with origins in other countries (6)		Lessons 33 & 34 (6)
7 (4 days)	Street Child by Bertie Doherty	To perform To inform	Drama/ interpretation of final chapters			INTERVENTION Sessions x2 – extra practice and

			Book review			challenge on half termly coverage (7)
	<b>Spring 2</b>					
1	Pig-heart Boy/ Science unit- The Circulatory system	To inform and entertain	Information leaflet on The Heart	Spelling Rules: Words with unstressed vowel sounds. (1)	Synonyms and Antonyms Standard vs non-standard forms of English Subject verb agreement  Passive and active voice	Lessons 35 & 36 (1)
2 & 3	As above  Geography unit of study- North America	To inform and persuade	Persuasive report on holiday destination- Costa Rica	Spelling Rules: Words with endings /shuhl/ after a vowel letter. (2)  Spelling Rules: Words with endings /shuhl/ after a consonant letter. (3)		Lessons 37 & 38 (2)  Lessons 39 & 40 (3)
4 & 5	Geography unit of study/ David Attenborough Planet Earth	To inform To report To entertain	Write a non- chronological report in the style of David Attenborough about an animal (relating to North America)	Spelling Rules: Words with the common letter string 'acc' at the beginning of words. (4)  Spelling Rules: Words ending in '-ably.' (5)		Lessons 41 & 42 (4)  Lessons 43 & 44 (5)

<b>Summer Term</b>	
<b>Rationale</b>	
<p><b>Summer 1</b></p> <p>Throughout this half term the children will base their writing on upcoming SATs, their History unit of study 'How has religion in Britain changed over time?' and key poetry. The children start the half term by looking at If by Rudyard Kipling and creating their own poem. The children can then perform their own poem to the rest of the class. The second piece of work is instructions linked to upcoming SATs. The children can draw on their own experiences and feelings linked to the assessments. The children's next piece of work is the History question of study 'How has religion in Britain changed over time?'. By this time in the half term the children will have had numerous History lessons and will be able to draw on this knowledge and they can use information from their half term class book Darwins Dragon by Lindsey Galvin. The last piece of work this half term is a biography of Charles Darwin. Again children can draw on knowledge from the whole half term and the half term class book Darwins Dragon by Lindsey Galvin.</p> <p><b>Summer 2</b></p> <p>This half term the children will be writing about their school residential, their school production, Shakespeare and The Tiger who came to Tea. Children start by write their for a purpose and base their writing on the Tiger who came to Tea and write for children in KS1. The next piece of writing children write a letter to the school governors to persuade them to attend their school production. Children will be able to draw on their own experience from their productions. Following on from this the</p>	

children will write a recount about their residential. Again children will be able to draw on their own experience of the trip and bring in their emotions throughout the trip. The last piece of writing is based on a Shakespeare play and children recreate a play to make it related to modern day times.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
<b>Summer 1</b>						
1	If - Rudyard Kipling	To entertain To perform	Poetry by heart and children to write own version	Spelling Rules: Words ending in '-ible' (1)	Formal and informal language  Subjunctive Form	INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (1)
2	Upcoming SATs	To inform	Balanced argument	Spelling Rules: Adding the suffix '-ibly' to create an adverb. (2)	AfL Grammar & Punctuation	Lessons 45 & 46 (2)
3	SATs					Lessons 47 & 48 (3)
4 & 5	World War 2- The Piano	To entertain	Write a flashback narrative	Spelling Rules: Changing '-ent' to '-ence.' (4)  Spelling Rules: -er, -or, -ar at the end of words. (5)	Cover all grammar and punctuation	Lessons 49 & 50 (4)  Lessons 51 & 52 (5)
6	The Piano	To entertain	Writing for a purpose	Spelling Rules: Adverbs synonymous with determination. (6)		INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6)
<b>Summer 2</b>						
1 & 2	Flannagan Isles Mystery	To entertain	Newspaper report	Spelling Rules: Adjectives to describe settings (1)  Spelling Rules: Vocabulary to describe feelings. (2)		Lessons 53 & 54 (1)  Lessons 55 & 56 (2)
3	Sports Week			Spelling Rules: Adjectives to describe character (3)		Lessons 57 & 58 (3)
4	End of year production	To inform To persuade	Formal letter to invite Governors to their end of year production	Grammar Vocabulary (4)		Lessons 59 & 60 (4)

5	Residential	To recount To inform	Recount	Grammar Vocabulary (5)		Post-module assessment (5)
6 (3 days)	Shakespeare play: Macbeth	To entertain	Rewrite into modern day play	Mathematical Vocabulary		INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6)