



Curriculum Overview - Writing

Year 6

Narrative

Poetry, short/extended story; myth, legend, science-fiction, historical fantasy, fable, anecdote, setting description, character description, diary in role

Grammatical Features (not exhaustive)

- past tense
- prepositional phrases or adverbs of time and place to establish setting
- time connectives to sequence events
- range of verb types:
 - doing or action verbs predominate in complication and resolution as action unfolds
 - verbs to describe
 - saying verbs used in dialogue or reported speech
 - thinking and feeling verbs to reflect characters' internal world
- noun groups to build description of characters, places, things
- attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object
 - figurative language, e.g. simile, metaphor
- subordination

Composition

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.

Grammar/ Vocabulary / Punctuation

- Using hyphens to avoid ambiguity.
- Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Linking ideas across paragraphs using a wider range of cohesive devices: • repetition of a word or phrase

Transcription

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Continue to distinguish between homophones and other words which are often confused.

<ul style="list-style-type: none"> • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Use and understand the grammatical terminology in English Appendix 2 Year 6 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
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Recount

Diary, newspaper article, historical recount, biography, autobiographical recount, educational visit recount.

Grammatical Features

- mostly action verbs to relate activities
- specific (personal recount) and generalised participants
- past tense
- adverbs or prepositional phrases provide details of where, when, with whom, how
- time connectives to sequence events

- attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events

Composition	Grammar/ Vocabulary / Punctuation	Transcription
<ul style="list-style-type: none"> • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Noting and developing initial ideas, drawing on reading and research where necessary. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using 	<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Linking ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> • repetition of a word or phrase • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

<p>appropriate intonation, volume, and movement so that meaning is clear.</p> <ul style="list-style-type: none"> • Précising longer passages 		
<p><u>Information Report</u> Descriptive, classifying, scientific, historical, geographical etc</p>		
<p>Grammatical Features</p> <ul style="list-style-type: none"> • action verbs to relate activities or behaviours • simple present tense (timeless present) • general and technical nouns • noun groups include factual, classifying adjectives • adjectival phrases and clauses to add details to noun groups • declarative statements 		
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<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Précising longer passages 		<ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
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Explanation

Scientific writing, explanation text, spoken presentation

Grammatical Features

- verbs to define, describe the phenomenon
- action verbs in explanation of what occurs and in sequence of events
- extended noun groups to include factual adjectives
- simple present tense
- general, non-human, technical, abstract nouns
- causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence
- dependent clauses which relate cause and effect, time sequences
- declarative statements
- passive voice (the prey is eaten by the lion etc)
- subordination

Composition	Grammar/ Vocabulary / Punctuation	Transcription
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appropriate intonation, volume, and movement so that meaning is clear.		
<p><u>Persuasive</u></p> <p>Exposition, discussion, advertisement, letter to the editor/councillor etc, newspaper/ magazine article</p>		
<ul style="list-style-type: none"> • range of verb types <ul style="list-style-type: none"> – action verbs – relating verbs to define, present reasons – saying or reporting verbs to cite/ quote expert or other opinions – some use of thinking or feeling verbs in the expression of opinions • modal verbs (should, must, might) and modal adverbs, e.g. usually, probably • subjunctive form – If I were you I would...If I were the Prime Minister I would... • general, abstract and technical nouns as they relate to the issue • attitudes expressed through evaluative language • attitudes amplified or softened through vocabulary choices, adverbs • comment adverbials at the beginning of a sentence e.g. surely, obviously • conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand • declarative statements, may also include rhetorical questions • passive voice – The playground is being ruined by the litter 		
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