

Writing Overview Year 6 (Cycle A Curriculum)

Non-Fiction

Fiction

Poetry

Significant Author

Curriculum Link

Writing for Pleasure






















Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<p>Moth</p> <p>Isabel Thomas</p> <p>Science - Evolution</p>  <p>Non-Fiction</p> <p>Explanation</p> <p>Science - evolution</p> 	<p>Fiction</p> <p>History</p>  <p>Non-Fiction</p> <p>Balanced Argument (Presentational outcome / Oracy focus)</p> <p>History</p> 	<p>Fiction</p> <p>Adventure</p> <p>Philip Pullman</p> <p>PSHE</p>  <p>Writing for Pleasure Unit</p> <p>History - Cross Curricular Writing</p> 	<p>Fiction (Dialogue focus)</p>  <p>Non-Fiction</p> <p>Newspaper report (Oracy focus – spoken news report)</p> 	<p>Fiction (Dialogue focus)</p>  <p>Fiction</p> <p>Suspense</p>  <p>Non-Fiction</p> <p>Pet Peeves</p> <p>Letter of Complaint / Blog</p>	<p>Writing for Pleasure Unit</p>  <p>Non-Fiction</p> <p>Year 6 Survival Guide</p> <p>Transition</p> <p>Writing for Pleasure Unit</p> 






















Linked Texts: The Origin of the Species More Flanimals Don't Bump the Glump	Linked Texts: Goodnight Mr Tom Rose Blanche Friend or Foe	Linked Texts: Clockwork Northern Lights The Subtle Knife (Phillip Pullman comparisons)	Linked Texts: Who is Shakespeare? Paperman (film) Macbeth Hamlet Gnomeo and Juliet (film)	Linked Texts: Alma (film) The Graveyard Book What's your pet peeve? Kim Dawson	Linked Texts: Kid's survival guide The ultimate survival guide for kids
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Cross-Curricular Writing Opportunities



Non-Chronological report – Geography North America	Speech – WW2 based on Churchill's 'We shall fight on the beeches' speech.	Descriptive writing – The Day of the Dead festival Debate – should we hold a day of the dead festival day at school?	Short story inspired by the Mayans	Persuasive Letter / debate – climate crisis	Artist biography
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Grammar Overview Years 1-6

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils / Flipcharts
<p>Regular plural noun suffixes -s or -es</p> 	<p>How words can combine to make sentences</p> 	<p>Sequencing sentences to form short narratives</p> 	<p>Separation of words with spaces</p> 	<p>Sentence, word, capital letter, full stop, singular, plural, question mark, exclamation mark</p>
<p>Suffixes added to verbs (helping, helped)</p> 	<p>How 'and' can join sentences and words</p> 	<p>The consistent use of present tense and past tense</p> 	<p>Introduction to the use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> 	<p>Verb. Tense, adjective, noun, suffix, apostrophe, comma</p>
<p>How the prefix -un changes the meaning of verbs and adjectives (unkind, undoing)</p> 	<p>Subordination (when, if, that, because) and Coordination (and, or, but)</p>  	<p>Use of continuous form of verbs in present and past tense to mark actions (she is drumming, he was shouting)</p> 	<p>Capital letters for names and the personal pronoun I</p> 	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, determiner</p>
<p>Formation of nouns using suffixes (-ness or -er)</p> 	<p>Expanded noun phrases for description and specification (the blue butterfly, plain flour)</p> 	<p>Introduction to paragraphs as a way of grouping related material</p> 	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> 	<p>Pronoun, possessive pronoun, adverbial</p>
<p>Formation of adjectives using suffixes such as -less or -ful</p> 	<p>Sentences with different forms (commands, questions, exclamation, statement)</p>	<p>Headings and sub-headings to aid presentation</p> 	<p>Commas to separate items in a list</p>  	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

				
Use of suffixes -er and -est for comparison 	Expressing time and cause with conjunctions (when, before after) adverbs (then, next, soon) or prepositions (in, during, because of)  	Use of the perfect form of verbs to mark relationship of time and cause (I have written it down so I can check what he said) 	Apostrophes to mark contracted forms 	Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes such as super-, anti-, auto- 	Appropriate choice of pronoun or noun within a sentence to avoid repetition and ambiguity 	Use of paragraphs to organise ideas around a theme 	Introduction to inverted commas for direct speech 	Key Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Use of the determiners a or an (a rock, an elephant) 	Fronted adverbials 	Appropriate choice of pronoun or noun across sentences 	Use of inverted commas to punctuate direct speech 	
Word families based on common words 	Relative clauses beginning with who, which, where, why, whose 	Devices to build cohesion within a paragraph (then, after, that, this, finally)  	Apostrophes to mark singular and plural possession (the girl's name, the boys' boots) 	
The grammatical difference between plural and possessive -s 	Modal verbs indicating degrees of possibility (might, should, could, will) or adverbs (perhaps, surely)	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)	Use of commas after a fronted adverbial 	

				
<p>Standard English forms for verb inflections rather than local spoken forms (we were instead of we was)</p> 	<p>Use of passive voice (The window was broken by...)</p> 	<p>Linking ideas across paragraphs using a wider range of cohesive devices using adverbials (on the other hand, in contrast) repetition or elision</p> 	<p>Brackets, dashes or commas to indicate parenthesis</p>  	
<p>Converting nouns or adjectives to verbs using suffixes (-ate, -ise, -ify)</p> 	<p>Expanded noun phrases to convey complicated information (<i>the fact that it was raining meant that sports day was cancelled</i>)</p> 	<p>Layout devices such as headings, columns, bullets or tables to structure texts</p> 	<p>Use of commas to clarify meaning or avoid ambiguity (lets eat, Grandma / Let's eat Grandma)</p>  	
<p>Verb prefixes (dis-, de-, mis-, over-, re-)</p> 	<p>The difference between structures of typical informal speech and formal speech appropriate for writing. Using subjunctive form in very formal speech and writing.</p> 		<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p>  	
<p>Vocabulary typical of informal speech and formal speech</p> 			<p>Punctuation of bullet points to list information</p>  	
			<p>How hyphens can be used to avoid ambiguity (man-eating shark / man eating shark)</p>	

			 	
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