



English Writing Curriculum Map

Year 6 – Spring Term 2 - 2023-2024

Topic	Curriculum Objectives
<p>Narrative <u>Historical – Biographies and Autobiographies</u></p> <p>Suggestion – 1 week Suggestion – Shackleton’s Journey – re-writing a scene</p>	<ul style="list-style-type: none"> • Use repetition of a word or phrase to link ideas between paragraphs. • Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved • Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action • Consciously control the use of different sentence structures for effect. • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt Point+Evidence+Explanation • Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting • Explore, recognise and use the terms personification, analogy, style and effect. • Consciously control the use of different sentence structures for effect.
<p>Non-fiction <u>Newspaper Advert – Journalistic Writing</u></p> <p>Suggestion - 2 weeks Suggestion – Shackleton’s Journey</p>	<ul style="list-style-type: none"> • Reading texts that are structured in different ways and reading for a range of purposes • Identifying how language, structure and presentation contribute to meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
<p>Non-Fiction <u>Speech – Formal/Informal</u></p> <p>Suggestion - 1 week Suggestion – Shackleton’s Journey</p>	<ul style="list-style-type: none"> • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Making comparisons within and across books • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Using commas to clarify meaning or avoid ambiguity in writing (<i>and speaking</i>) • Combine text-types to create hybrid texts e.g. persuasive speech • Make conscious choices about techniques to engage the reader including appropriate tone and style



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<p>Narrative <u>Monologue</u></p> <p>Suggestion - 1 week Suggestion – Shackleton’s Journey</p>	<ul style="list-style-type: none">• Explore, collect and use subjunctive forms for formal speech and writing• Identifying and discussing themes and conventions in and across a wide range of writing assessing the effectiveness of their own and others’ writing.• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.
<p>Vocabulary and Grammar building Reading Revision</p> <p>Suggestion - 1 week</p>	<ul style="list-style-type: none">• Revision of vocabulary, grammar and punctuation skills previously taught
<p>Spellings</p>	<ul style="list-style-type: none">• Be secure with all spelling rules previously taught.• Recognise and spell endings which sound like /ʃəs/, spelt – cious or –tious.• Recognise and spell endings which sound like /ʃəl/, e.g. official, partial.• Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.
<p>Grammar</p>	<ul style="list-style-type: none">• Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.• Explore, collect and use vocabulary typical of formal and informal speech and writing