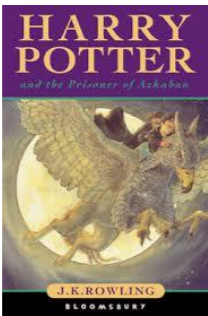




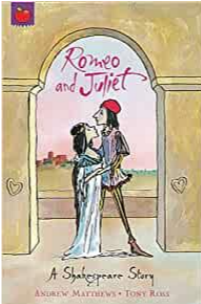


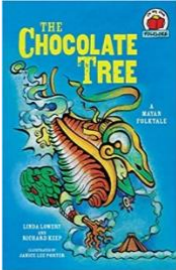















Swalecliffe Community Primary School  
Child First, Pupil Second

## Writing Curriculum – Year 6 Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Genre:</b>	Welcome Project	Letter in Role	Narrative – Historical Fiction	Diary	Science Fiction	Sports Commentary	Narrative – Tragedy	Personal Recount	Holiday Brochure	Myths & Legends - Mayan	Poetry – Imagery & Transition	Personal Project
<b>Purpose:</b>	Will vary year-to-year	Persuade	Entertain	Make a record	Entertain	Inform	Entertain	Make a record	Persuade	Entertain	Paint words	Reflect
<b>Key Knowledge/Skills for Purpose &amp; Genre:</b>		<ul style="list-style-type: none"> <li>* assured and conscious control</li> <li>* adapting degrees of formality to suit the form of text</li> <li>*cohesion across paragraph</li> <li>*hyphen to avoid ambiguity</li> <li>*assive voice</li> </ul>	<ul style="list-style-type: none"> <li>*narratives are told sequentially and non-sequentially (e.g.flashbacks)</li> <li>* language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language</li> <li>*extended use of dialogue to convey thoughts and advance action</li> <li>*assured and conscious control used effectively convey meaning</li> <li>*manipulate grammar and vocabulary to suit tone</li> </ul>	<ul style="list-style-type: none"> <li>*cohesion through a variety of devices within and across paragraphs</li> <li>*relative clauses with commas and brackets to add information</li> <li>*structured paragraphs linked with adverbials</li> <li>*indicate degrees of possibility using modal verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>*narratives are told sequentially and non-sequentially (e.g.flashbacks)</li> <li>* language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language</li> <li>*extended use of dialogue to convey thoughts and advance action</li> <li>*assured and conscious control used effectively convey meaning</li> <li>*manipulate grammar and vocabulary to suit tone</li> </ul>	<ul style="list-style-type: none"> <li>*indicate degrees of possibility using modal verbs and adverbs</li> <li>*layout devices to provide additional information and guide the reader</li> <li>*cohesion within paragraphs using adverbials</li> <li>*relative clauses to add further information</li> <li>*parenthesis is to add to the clarification of technical words</li> </ul>	<ul style="list-style-type: none"> <li>*narratives are told sequentially and non-sequentially (e.g.flashbacks)</li> <li>* language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language</li> <li>*extended use of dialogue to convey thoughts and advance action</li> <li>*assured and conscious control used effectively convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>*cohesion through a variety of devices within and across paragraphs</li> <li>*relative clauses with commas and brackets to add information</li> <li>*structured paragraphs linked with adverbials</li> <li>*indicate degrees of possibility using modal verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>persuasive writing features</li> <li>*adapting degrees of formality</li> <li>* subjunctive form to hypothesise</li> </ul>	<ul style="list-style-type: none"> <li>*narratives are told sequentially and non-sequentially (e.g.flashbacks)</li> <li>* language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language</li> <li>*extended use of dialogue to convey thoughts and advance action</li> <li>*assured and conscious control used effectively convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>*contrast formal and informal</li> <li>*cohesion through choice of techniques</li> <li>* precision in expanded noun phrases</li> <li>*modal verbs and adverbs to position the argument</li> <li>*commas and other parenthesis to avoid ambiguity.</li> </ul>	

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
							*manipulate grammar and vocabulary to suit tone			*manipulate grammar and vocabulary to suit tone		
<b>Hook:</b> (text, film or event)	Whole school hook	Harry Potter by J.K Rowling 	Linked to History – the Blitz 	Little Freak – short film 	Star Wars by George Lucas 	High Flying Giraffes – short film by Nicholas Deveaux 	Romeo and Juliet by William Shakespeare 	Experience day, school event or real-life experience 	Linked to Geography – South America 	The Chocolate Tree by Linda Lowery 	I come from ... 	
<b>Sentence Menu:</b>	Purple Sentence Menu						Black Sentence Menu					
<b>FANTASTICS</b>												

**All of Years 1 – 6 will:**

- Start the year with a welcome project.
- With the exception of Year 6, they will also do their poetry unit at the start of the year.
- Finish the year with a personal project.
- Each year group will cover 2 units a term.

**Other units to be covered:**

- This leaves nine other units to be covered across the year.
- This should be 5 fiction and 4 non-fiction.
- A \* notes where this unit is a STAR Writing Assessment unit.

**Purpose:** We will cover six purposes of writing as a school – entertain, paint a picture, reflect, inform, make a record and persuade/influence.

**Hooks:** These may include - a text, image or artefact, film, real-life event.

**Welcome Project:** These will be a three-week project that help to settle the children into the routines of writing for the year ahead. Children learn best in reassuringly consistent classrooms and so these yearly welcome projects give teachers time to teach the structures and strategies that will be followed in their writing community throughout the year. This block of time allows teachers time to get to know their new writers and establish their writing routines. As part of this, the class will decide on the rights and responsibilities of the writer in their class. We will use a whole-school stimulus for this.

**Poetry:**

Poetry is the mother of all genres! It's a versatile medium which informs and aids all other types of writing. Therefore, if we develop children as poets, they can also turn out to be excellent writers. Hence, this is why it's a particularly good idea to have poetry at the start of the year, since because of the compactness of a poem, children may complete several different pieces early on in the year which they will find an immediate and motivating way into writing.

**Personal Project:**

The personal project at the end of the year is central to being a 'real-world writer'. Personal projects give children freedom, time and space to write then publish pieces of writing. They should be purposeful (informative, reflective, poetic, etc). They may be experimental, maybe strange, and memorable pieces of writing that give something to the children and the community of writers that they belong to. Reading them gives teachers a sense of motivation and pleasure themselves. Most importantly, children bring their own purposes, ideas, intentions, audiences, and all that they have learnt about the craft of writing but away from the demands of class writing. Children can use the writing processes more spontaneously.

**Year 6**

Narrative x 4

- Historical fiction (entertain)
- Science fiction (entertain)
- Tragedy (entertain)
- Mayan myth or legend (entertain)

Non-Fiction x 4

- Holiday brochure (persuade/influence)
- Diary (make a record)
- Letter in role (reflect)
- Sports commentary (inform)

Poetry

Power of imagery – transition (paint with words)