



**English Writing Curriculum Map**  
**Year 6 – Summer Term- 2023-2024 (12 weeks)**  
**In no particular order**

Topic	Curriculum Objectives
<b>Fiction</b> The 1000-Year Old Boy LPDS Unit Last Push <b>25 sessions</b>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion between paragraphs in narrative. (Vocabulary, grammar and punctuation)</li> <li>• Select the appropriate structure, vocabulary and grammar(Planning)</li> <li>• Draw on similar writing models, reading and research (Planning)</li> <li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. (Drafting and Writing)</li> <li>• Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. (Drafting and Writing)</li> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. (Evaluating and Editing)</li> <li>• Proofread for grammatical, spelling and punctuation errors (Evaluating and Editing)</li> <li>• Manipulate sentences to create particular effects.</li> <li>• Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in –enter.</li> </ul>
<b>Fiction</b> Wonder LPDS Unit Last Push (5 weeks)	<ul style="list-style-type: none"> <li>• course; until then, etc.</li> <li>• Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.</li> <li>• Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out / discover; ask for / request; go in/ enter.</li> <li>• Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"</li> <li>• Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would;</li> <li>• The school requires that all pupils be honest.</li> <li>• Plus any relevant statements from the Teacher Assessment Framework for Writing</li> </ul>
<b>Spellings</b> <b>Grammar</b>	SPAG/Reading Revision Active and passive voice Subject and object Hyphen Colon, semi-colon Bullet points Use of the semi-colon, colon and dash to indicate stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) Use the colon to introduce a list and semi-colons within lists