



English Writing Curriculum Map

Year 6 – Autumn Term 2023-2024

In no particular order apart from Narrative 1

Topic	Curriculum Objectives
<p>Narrative Stories with familiar settings</p> <p>Suggestion - 3 weeks Suggestion – Bridging Unit – The Nowhere Emporium</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 • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • 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.
<p>Non-fiction Explanation 2 weeks</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] • Using modal verbs or adverbs to indicate degrees of possibility • Using a colon to introduce a list punctuating bullet
<p>Narrative 3 weeks</p>	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • making comparisons within and across books • recommending books that they have read to their peers, giving reasons for their choices.



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	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Using commas to clarify meaning or avoid ambiguity in writing
<p>Non-fiction Reports 2 weeks</p>	<ul style="list-style-type: none"> • 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 • Using commas to clarify meaning or avoid ambiguity in writing using passive verbs to affect the presentation of information in a sentence.
<p>Poetry Vocabulary building 1 week</p>	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
<p>Non-fiction Recounts 2 weeks</p>	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction proof-read for spelling and punctuation errors • Using expanded noun phrases to convey complicated information concisely • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using hyphens to avoid ambiguity
<p>Spellings</p>	<ul style="list-style-type: none"> • Words ending in –able • Words ending in –ible and –ibly • Endings which sound like ‘shul’- tial and –cial • Homophones & Near Homophones: • Nouns that end in -ce/-cy and verbs that end in -se/-sy. • Adding suffixes beginning with vowel letters to words ending in –fer • Ensure that children are learning all of the Y5/6 spelling words.
<p>Grammar</p>	<ul style="list-style-type: none"> • Revision of: Nouns, Verbs, Modal Verbs, Adverbs, Prepositions, Articles & Determiners, Full Stops & Capital Letters Brackets, Ellipses, Dashes, Active & Passive Verbs, Conjunctions • Subject & Object • Questions, Statements, Exclamations & Commands • Adverbial Phrases • Synonyms & Antonyms • Prefixes • Colons/Semicolons • Singular & Plural Nouns



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	<ul style="list-style-type: none">• Suffixes• Commas Hyphens Bullet Points Word Families
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