



Heartwood Federation Writing Curriculum Map 2025-2026

Autumn Year 6

Y6	Autumn 1		Autumn 2		
Text type	Non-fiction	Spaced Learning	Fiction	Writing to inform	Spaced learning
Genre	Information – Newspaper report	Recount	Suspense Story	Persuasion	Independent
Writing outcome	Writing to inform	Diary entry	Setting/ viewpoint	Persuasive letter	Setting Description
Model text	Newspaper Article			Banning school uniform	
SPAG focus	Reported and direct speech Formal and informal language <i>Revisit</i> <i>Use a full range of punctuation alongside inverted commas to correctly punctuate direct speech and compare to reported speech</i> <i>Prepositions of time both within and at the start of sentences e.g. During the night, the fire raged on. The fire raged on during the night. In model text</i> <i>Use relative clauses to add further detail and information i.e. The retired teacher, who used to work at Upton St Leonards, was an eye-witness at fire.</i>	Following discussions about prior learning chn write a diary entry independently from the POV of a character from Holes.	Simple sentences with different forms such as simple sentences for effect. Active and passive voice Dialogue to advance the action and denote character traits. <i>Revisit</i> <i>Adverbials to demonstrate manner both within and to start sentences, demarcated by a comma e.g.</i> <i>Single word: Hastily, he ran away.</i> <i>Adverbial phrase: With great haste, he ran away</i>	<i>Following discussions about prior learning (Persuasive letter), chn write a persuasive letter independently from to persuade Father Christmas to stop using reindeers as is it cruel (feel free to suggest alternative)</i> Use a range of expanded noun phrases to convey complicated information concisely <i>Revisit</i> <i>Use conjunctions, adverbs and prepositions to express time/cause</i>	Children to describe a setting from Boy in the Tower - Focus on the view from the tower block window, utilizing sensory details, relative clauses, and adverbial phrases.



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Explicit Terminology	Clauses Phrases Subordinating conjunction Relative clauses Reported and direct speech Formal and informal language	Simple sentences Active and passive voice Adverbials	Expanded noun phrase	
Class novel	Holes – Louis Sachar	Boy in the Tower – Polly Ho-Yen		

Autumn Term

Spelling	Handwriting	Punctuation	Grammar
Spelling Shed Stage 6 Weeks 1-12	Teachers must: Reference Handwriting Policy and school handwriting scheme Pupils should be taught to: Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and decide whether or not to join specific letters	Revise and ensure accuracy of: - Use capital letters and full stops - Use capital letters for proper nouns - Use capital letters for personal pronoun 'I' - Use apostrophes for contraction - Use possessive apostrophes mostly correctly in both singular and plural forms - Use question marks and exclamation marks correctly - Use commas for lists - Use a full range of punctuation alongside inverted commas to correctly punctuate speech - Use inverted commas to demarcate all forms of split speech accurately - Use commas to clarify meaning or ambiguity in writing <i>i.e. Most of the time, travellers worry</i>	Revise and ensure accuracy of: - Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun - Use a range of expanded noun phrases to convey complicated information concisely - Use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) - Use a wide range of subordinating conjunctions and the complete set of coordinating conjunctions: FANBOYS - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <i>i.e. This is the man [that] I saw.</i> - Use the perfect form of verbs to mark relationships in time/cause <i>i.e. I've known Karen since 1994. I've known Karen for 20 years. Since the rain came, my plants have shot up.</i> - Use conjunctions, adverbs and prepositions to express time/cause



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	• Choosing the writing implement that is best suited for the task • Practise handwriting and be encouraged to increase the speed • Follow the 4 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil or pen comfortably using a tripod grip. Pressure should be moderate and not too tight.	<i>about their luggage</i> as opposed to <i>Most of the time travellers worry about their luggage.</i> • Use commas to indicate parenthesis Pupils should be taught to: • Use semi-colons to mark boundaries between independent clauses i.e. <i>It was sunny; she regretted wearing a jumper.</i> Instead of: <i>It was sunny. She regretted wearing a jumper.</i>	• Use fronted adverbials and commas after these • Understand and use inflections was/were • Use determiners accurately a/an Pupils should be taught to: • Identify the subject, verb and object in both active and passive sentences • Use a range of subordinate clauses • Recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice • Use passive verbs to affect the presentation of information in a sentence i.e. <i>The scarf was made by grandma. (instead of Grandma made the scarf).</i> The subject gets the action.
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