



Heartwood Federation Writing Curriculum Map

Spring Year 6

Y6	Spring 1		Spring 2	
Genre	Narrative	Spaced Learning	Discussion text	Spaced Learning
Writing outcome	Narrative based on Letters from the Lighthouse with embedded letter and diary.	Newspaper Writing to inform	Discussion based on Rose Blanche – was Rose right to help the Jews?	Setting description
Model Text	October, October & Holes		Children Should Have the Same Teacher in Y7	
SPAG focus	First person Figurative language – personification, similes, metaphors Dialogue to advance the action and show character traits	Following discussions about prior learning (Newspaper Y6 A1), chn write a discussion text: Teacher to choose	Revisit: Use semicolons in a list with some using a colon to introduce the list Use semicolons to mark boundaries between independent clauses <i>Consolidate perfect and progressive tense, present and past</i> <i>Revisit</i> <i>indicate shifts of theme</i>	Could be based on Secret Garden from (Y5 Summer 2) or from own stimulus
Oracy	Hot seating characters, interviewing characters		Hot seating – eyewitnesses	
Composition	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Consistent use of tense throughout a piece of writing. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors.	
Terminology to be explicitly taught	Figurative language – personification, similes, metaphors		Colon Semicolon Subheadings Bullet point	
Linked Writing texts	Goodnight Mr Tom, Letter from the Lighthouse			



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Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using the Spelling Shed scheme Stage 6 Weeks	Teachers must: Reference Handwriting Policy and school handwriting scheme Pupils should be taught to: Write legibly, fluently and with increasing speed by: - Choose which shape of a letter to use when given choices and decide whether or not to join specific letters - Use spacing between words that reflects the size of letters - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - Increase the legibility, consistency and quality of their handwriting - Begin to form a personal style of handwriting whilst incorporating the above 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	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 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>i.e. It was sunny; she regretted wearing a jumper.</i> Instead of: <i>It was sunny. She regretted wearing a jumper.</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 - Use fronted adverbials and commas after these - Understand and use inflections was/were - Use determiners accurately a/an - 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>i.e. The scarf was made by grandma. (instead of Grandma made the scarf).</i> The subject gets the action. - Use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification)