



Heartwood Federation Writing Curriculum Map

Summer Year 6

Y6	Summer 1		Summer 2	
Text type	Non-fiction	Spaced Learning	Non-fiction	Spaced Learning
Genre	Formal complaint Letter	Narrative?	Collection of independent pieces	
Writing outcome	Letter of complaint			
Model Text				
SPAG focus	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Following moderation and assessment to date and with conversations with the Writing Lead, teachers decide which areas of writing need to be consolidated and plan units/ writing opportunities accordingly.		
Continue with...				
Terminology to be explicitly taught	Subjunctive form Formal Informal			
Linked Writing texts	Rose Blanche			
Class novel/ text				



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Summer Term

Summer Term			
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)



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