Year 6 Writing Knowledge and Skills Curriculum Map

In every unit of writing lessons, children will be taught and continue to practise the following:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- noting and developing initial ideas, drawing on reading and research where necessary;
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and **write** by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;
- précising longer passages;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and **edit** by:

- assessing the effectiveness of their own and others' writing;
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
- ensuring the consistent and correct use of tense throughout a piece of writing;
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof-read by checking for spelling and punctuation errors;

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however, each unit will often also practise previously taught skills in order to embed them. For example, parenthesis is taught in Autumn 1 but will be practised and revisited in narratives throughout the year.

Handwriting, spelling and reading skills are also taught and practised within writing units but more explicitly taught in other lessons dedicated solely to these aspects.

Autumn 1	Spring 1	Summer 1
Greek Myths by Ann Turnball narrative: • using rich and varied vocabulary; • features of a letter; • using brackets, dashes or commas to indicate parenthesis; • using adverbials, prepositions and expanded noun phrases to convey complicated information concisely.	The First Men on the Moon by HG Wells letter: • using a wide range of cohesive devices to link ideas across paragraphs (e.g. repetition, adverbials ellipsis); • using semi-colons and colons to mark boundaries between independent clauses; • understanding the difference between vocabulary typical of formal and informal speech and writing and using this to control formality; • features of a recount.	Coming to England by Floella Benjamin - recount: • using hyphens to avoid ambiguity; • using brackets, dashes or commas to indicate parenthesis; • recognise how words are related by meaning as synonyms and antonyms.
Horrible Histories non-chronological report: • identifying different layout devices (headings, sub-headings, columns, bullets, tables); • using semi-colons to mark boundaries between independent clauses; • recognising related meaning in synonyms and antonyms; • using semi-colons to introduce a list; • punctuating bullet points accurately.	Terra Ultima non-chronological report: • using further organisational and presentational devices to structure text and guide the reader (bullet points, underlining, columns,tables and headings); • using brackets, dashes or commas to indicate parenthesis; • using a colon to introduce a list; • punctuating bullet points accurately.	Alma animation- persuasive letter and narrative description: • using relative clauses beginning with who, which, where, when, whose or that; • using expanded noun phrases to convey complicated information concisely; • punctuating bullet points accurately; • using figurative language to convey rich imagery.
Autumn 2	Spring 2	Summer 2
Beowulf narrative: • using a wide range of cohesive devices to link ideas across paragraphs (e.g. repetition, adverbials ellipsis); • understanding the difference between vocabulary typical of formal and informal speech and writing and using this to control formality including subjunctive form; • using structures typical in informal speech; • using relative clauses beginning with who, which, where, when, whose or that.	Journey to the Centre of the Earth narrative: • accurate punctuation of direct speech; • understanding the difference between vocabulary typical of formal and informal speech and writing and using this to control formality including subjunctive form; • creating complex sentences using subordinating conjunctions; • using a rich and varied vocabulary;	Transition Poetry Project: • combining and applying skills and knowledge in writing from across the year; • using different types of figurative language; • using rich and varied vocabulary; • creating atmosphere and settings.
The Island at the end of Everything by Kiran Millwood Hagrave – persuasive letter:	Children of the King by Sonya Hartnett – narrative description:	

- using passive voice; - using modal verbs to indicate degree of possibility; - using rich and varied vocabulary; - creating paragraphs around a theme; - creating complex sentences using subordinating conjunctions; - features of persuasive writing.	- using the perfect form of verbs to mark relationships between time and cause; - using figurative language to convey rich imagery; - creating paragraphs around a theme; - using a wide range of cohesive devices to link ideas across paragraphs (e.g. repetition, adverbials ellipsis).	