



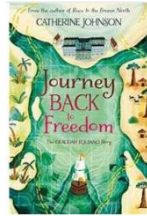


FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1


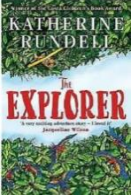
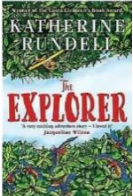
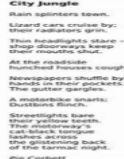
Science – Electricity			History- Africa		
Text and Genre	 <p style="text-align: center;">Setting</p>	 <p style="text-align: center;">Character Description</p>	 <p style="text-align: center;">Retell</p>	 <p style="text-align: center;">Retell – The Lighthouse Literacy Shed</p>	 <p style="text-align: center;">Diary Entry</p>
Y6 Genre Progression	<p>Include two adjectives in my fronted adverbial of place. “Under the ancient, crumbling bridge,” Using rich description to interest the reader such as metaphors, personification, and onomatopoeia. Metaphors Onomatopoeia</p>	<p>Written in the past tense. Describe the character and include their feelings by using show don't tell. Including speech and moving the action on.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Multiple entries. Include suspense. Changing moods and emotions. Maintaining tense and writer's voice. Subjunctive form. Active and passive voice Formality for effect. Consider the audience, purpose and write using the appropriate author's voice.</p>
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	<p>In narratives, describe settings, characters and atmosphere. Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</p>	<p>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</p>	<p>Inverted commas and other punctuation to indicate direct speech. Integrate dialogue to convey character and advance the action.</p>	<p>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use simple sentences to build tension.</p>	<p>In narratives, describe settings, characters and atmosphere. Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) (Show don't tell)</p>
Year 6 Spel					

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

Autumn 2

Science – Living Things in their Habitat

History - Africa

Text and Genre	 <p>Non- Chronological Report South Africa</p>	 <p>Story opener- setting and character description. (End on a cliff hanger)</p>	 <p>Retell – Crash section</p>	<p>Independent Writing Assessment Unit</p>	 <p>City Jungle Poem Pie Corbett</p>
Y6 Genre Progression	<p>Presentation/structure to be independently planned. References sources of data. Independent research. Use a range of presentational devices (table, diagram). Include questions for intrigue/to entice the reader. Author’s style of writing and use appropriate author’s voice. Consider purpose and audience.</p>	<p>Include two adjectives in my fronted adverbial of place. “Under the ancient, crumbling bridge,” Using rich description to interest the reader such as metaphors, personification, and onomatopoeia. Metaphors Onomatopoeia</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>		<p>Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.</p>
<p>Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.</p>					
Year 6 Grammar and Punctuation	<p>Use colons to introduce a list and punctuate bullet points consistently.</p>	<p>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use hyphens and ellipses.</p>	<p>Inverted commas and other punctuation to indicate direct speech. Integrate dialogue to convey character and advance the action. (Combine short and long sentences.)</p>		<p>Use a range of figurative language (metaphors, onomatopoeia, personification). Use hyphens and ellipses.</p>
Year 6 Spelling					

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

Spring 1

Geography- Frozen Kingdom

Science-Animals Including Humans

Text and Genre	Text to be decided.	 <p>Non- Chronological Report on Icescape Animals (The Walrus-model)</p>	 <p>Persuasive Speech on Saving the Environment</p>	 <p>Biography- Matthew Henson</p>		
Year 6 Genre Progression	<p>Include suspense. Changing moods and emotions. Maintaining tense and writer's voice. Subjunctive form. Active and passive voice Formality for effect. Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Presentation/structure to be independently planned. References sources of data. Independent research. Use a range of presentational devices (table, diagram). Include questions for intrigue/to entice the reader. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>	<p>Opening sentence to hook the listener. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the listener. Exaggeration Rhetorical questions.</p>	<p>Own inspirational character. Own research / link to interviews. Includes links to inferences of the time.</p>		
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and Punctuation	<p>Use senses to "show not tell" settings, characters' feelings, and thoughts. Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>Use brackets and dashes to add parenthesis. Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results.</p>	<p>Use adverbials to introduce an argument (Firstly). Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point. Use linking adverbs to show opposition or a counter argument. Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,). Use brackets and brackets to add parenthesis Use the passive voice to make the object more important in the sentence than the subject. Use adverbials in different places in a sentence (On one hand... whereas/yet/however...). Distinguish between the language of speech and writing and choose the appropriate register.</p>	<p>Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.</p>		
Year 6 Spelling						

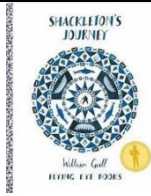
FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

Spring 2

Geography- Frozen Kingdom

Science – Light

Text and Genre



Recount I- Section of the story



Retell- Francis Literacy Shed

Independent Writing Assessment Unit

23 Degrees 5 minutes Retell



Year 6 Genre Progression

Describe setting, characters and atmosphere.
Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions.
Use dialogue to convey a character and advance the action.
Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.

Describe setting, characters and atmosphere.
Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions.
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Use dialogue to convey a character and advance the action.
Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.

Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.

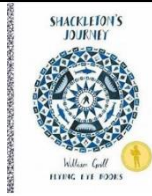


Year 6 Grammar and Punctuation

Use adverbials to move time in a narrative (Later on, Meanwhile).
Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)
Use extended reporting clauses in speech to show character's thoughts, actions, or feelings.
Integrate dialogue in narratives to convey character and advance the action.
Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.

Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.


Consolidation of previously taught Skills.

Year 6 Spelling

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6					
Spring 2					
Geography- Frozen Kingdom			Science – Light		
Text and Genre	 <p>Recount I- Section of the story</p>	 <p>Retell- Francis Literacy Shed</p>	<p>Independent Writing Assessment Unit</p>	<p>23 Degrees 5 minutes Retell</p> 	
Year 6 Genre Progression	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>		<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.					
Year 6 Grammar and Punctuation	<p>Use adverbials to move time in a narrative (Later on, Meanwhile). Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...) Use extended reporting clauses in speech to show character's thoughts, actions, or feelings. Integrate dialogue in narratives to convey character and advance the action. Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</p>	<p>Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.</p>		<p>Consolidation of previously taught Skills.</p>	
Year 6 Spelling					

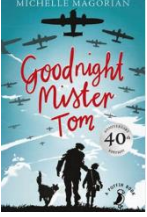
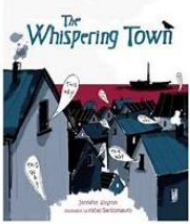
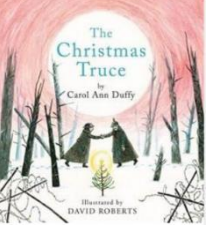
FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

Summer 1

		History-World War II	Science- Light			
Text and Genre		 <p>The Piano Literacy Shed Narrative of flash backs</p>	<p>SATs Preparation</p>	<p>SATs Preparation</p>	<p>SATs Week</p>	<p>Up levelling</p>
Year 6 Genre Progression		<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>				
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and Punctuation		<p>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.</p>				
Year 6 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

Summer 2

Science - Evolution			History- World War II			
Text and Genre	 <p>Instructional Writing How to stay safe during an air raid Goodnight Mr. Tom</p>	 <p>Diary Entries The Whispering Town</p>	 <p>Retell- Christmas Truce</p>	Up levelling	Up levelling	Author's Choice- Own choice
Year 6 Genre Progression	<p>Develop an introduction – add background. If appropriate add personal advice using parentheses Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently. Use brackets to add asides Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>	<p>Include suspense. Changing moods and emotions. Maintaining tense and writer's voice. Subjunctive form. Active and passive voice Formality for effect. Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>			
	<p>Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing.</p>	<p>Consolidation of previously taught Skills.</p>	<p>Consolidation of previously taught Skills.</p>			
Year 6 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6