



# YEAR 6

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## Writing Curriculum

Over the course of the year, the children will be exposed to a range of different narrative and non-narrative text types. These will be taught through high-quality literature and non-fiction texts.

The order of teaching is at the discretion of the class teacher and written text types should be chosen to suit the fiction or non-fiction texts that are being studied. Within these sessions, there will be a focus on sentence structure and composition and effect.

Spelling, punctuation, grammar and handwriting will be taught in context where possible and discretely as needed.

## Autumn Writing Assessment Indicators for the Expected Standard (EXS)

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed.
- Selects appropriate form of writing for a task and other similar writing.
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*
- Uses a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader.
- Uses adverbs, prepositional phrases and expanded noun phrases effectively.
- Uses layout devices to structure text appropriately, e.g. *headings, columns, bullets or tables.*
- Uses an advanced range of conjunctions which fit the style of the writing.
- (TAF) Is beginning to integrate dialogue to convey character and advance the action.
- Ensures sentences are grammatically correct through proof reading and correcting.
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader.
- Can effectively evaluate and edit own and others' writing.

## Spring Writing Assessment Indicators for the Expected Standard (EXS)

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed.
- Selects appropriate form of writing for a task and other similar writing.
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*
- (TAF) Uses all of the following punctuation mostly correctly: *inverted commas for speech, commas for clarity, brackets or commas for separation.*
- Uses hyphens to help avoid ambiguity.
- Makes some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons.
- Use passive voice to effect the presentation of information within a sentence.
- Uses a range of main, subordinate and relative clauses to develop and explain ideas.
- (TAF) Will sometimes integrate dialogue to convey character and advance the action.
- (TAF) Beginning to take control over levels of formality, e.g. *selecting vocabulary and manipulating grammatical structures.*
- (TAF) Uses a range of cohesive devices, e.g. *repetition, ellipsis, adverbials within and across paragraphs.*
- Ensures sentences are grammatically correct through proof reading and correcting.
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader.
- Can effectively evaluate and edit own and others' writing.

## Summer Writing Assessment Indicators for the Expected Standard (EXS)

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed.
- Selects appropriate form of writing for a task and other similar writing.
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*
- (TAF) Uses imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. (*Describes settings, characters and atmosphere.*)
- (TAF) Spelling mostly correct from Year 5 and 6 word lists (*Appendix 1*) and know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary.
- Adds prefixes and suffixed and knows more complex letter strings.
- To spell further homophones (*listed in Appendix 1, p60.*)
- (TAF) Can use different verb forms accurately.
- (TAF) Integrate dialogue to convey character and advance the action.
- Ensures sentences are grammatically correct through proof reading and correcting.
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader.
- Writes and performs own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Can effectively evaluate and edit own and others' writing.
- Can identify, understand and use terminology accurately and appropriately in discussing writing and reading.

## Greater Depth (GDS) Statement

- Write effectively for a range of purposes and audiences, selecting the appropriate form.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Distinguish between the language of speech and writing and choose the appropriate register
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader. (Not TAF)
- Use the range of punctuation taught at Key Stage 2 correctly and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity.

***\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose***

# Narrative Text Types

Write a 5-part story using language to evoke mood and atmosphere and develop characterisation.

Challenge:  
Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to show the atmosphere.

Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour.

Challenge:  
Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.

Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.

Challenge:  
Independently use the non-linear structure to show shifts of formality for different shifts of time.

Plan and write a story with two narrators to tell the story from different perspectives.

Challenge:  
Independently change the formality of the two narrators so that they contrast.

Plan and write an extended narrative divided into chapters. Use description and figurative language to create atmosphere..

Challenge:  
Independently include dialogue to show shifts of formality; develop character and move the action forward.

Plan and write a variety of parodies, manipulating characters, setting and events to amuse the reader.

Challenge:  
Include figurative language, dialogue to move the story forward and language and grammar to show a distinct atmosphere.

# Other Text Types

<p><b>Recount</b></p> <p>Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog.</p> <p>Challenge: Consider how formality will change when the audience or form is changed e.g. recount the same event as a formal newspaper article.</p>	<p><b>Non-Chronological Report</b></p> <p>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required.</p> <p>Challenge: Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p>	<p><b>Persuasion</b></p> <p>Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p>Challenge: Independently adapt the piece of writing for different audiences and in different forms, shifting levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p>	<p><b>Discussion</b></p> <p>Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p>Challenge: Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating managed shifts of formality.</p>	<p><b>Explanation</b></p> <p>Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p>Challenge: Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p>	<p><b>Explanation</b></p> <p>Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style.</p> <p>Challenge: Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p>
<p><b>Report</b></p> <p>Write a report in a formal or informal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.</p>	<p><b>Factual Writing</b></p> <p>Use formal and technical language to create a biography on a chosen significant figure. Use a range of presentational devices to appeal to a specific audience.</p> <p>Challenge: Transform biography in to online factual article for a younger audience.</p>	<p><b>Recount (1)</b></p> <p>Recount an event (from a text or real life) in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><b>Non-fiction (choice) (1)</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><b>Non-fiction (choice) (2)</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><b>Recount (2)</b></p> <p>Recount an event (from a text or real life) in any way they choose, demonstrating appropriate language choices and structural features.</p>