
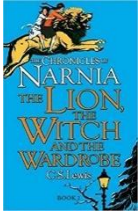
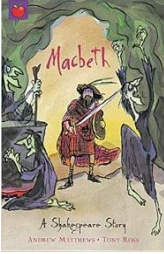
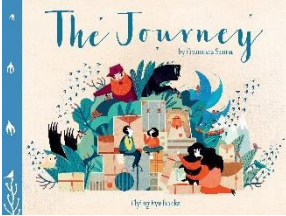

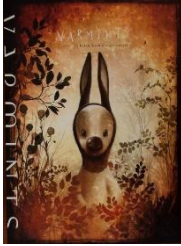
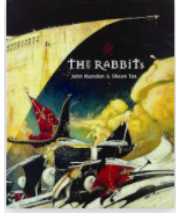
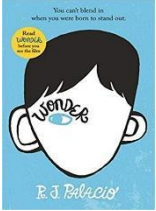



Writing Curriculum

Year 6



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 				 	 
Genre & Plot Structure Fiction – Fantasy Dream Giver – film (literacy shed) 1 week The Lion, The Witch and The Wardrobe – 6 weeks	Genre & Plot Structure Play – Tragedy Macbeth – 6 weeks	Genre & Plot Structure Fiction – Current Affairs: Refugees and Migration The Journey – 6 weeks	Genre & Plot Structure Fiction – Adventure/ Myth Beowulf – 6 weeks	Genre & Plot Structure: Fiction – Environmental Magical Realism Varmints – 3 weeks The Rabbits – 4 weeks	Genre & Plot Structure Fiction – Realism Wonder -6 weeks Performance Poetry - 2 weeks
Outcomes: Dream Giver - character descriptions - writing speech - setting descriptions -short narrative	Outcomes: Macbeth - Letter: Macbeth writes to Lady Macbeth. - Instructions: sleeping potion.	Outcomes: The Journey - Metaphor poem based on the war. - Emotive letter to the deceased father. - Narrative: boat journey.	Outcomes: Beowulf - Persuasive speech: Beowulf sharing why he should kill the monster. - Biography: Grendel, why is terrorising the locals?	Outcomes: Varmints - character description of a Varmints - writing a letter home (informal)	Outcomes: - Diary entry in the role of August (first day at school.) - Comparative report between book and film. - Film review.

<p>The Lion, The Witch and the Wardrobe</p> <ul style="list-style-type: none"> - Autobiography of the wardrobe / witch - Setting description of 'Narnia' and 'The Great Hall/Feast.' - Balanced argument: 'Should Edmund obey the White Witch's orders?' - Persuasive Advert: Turkish Delight. - Playscript: Lucy and Edmund discuss Narnia with their siblings. - Narrative write the story of the dream giver - Setting description of the bedroom - Letter thanking the dream giver 	<ul style="list-style-type: none"> - Newspaper report: murder of King Duncan. - Diary entry of Macbeth/ Lady Macbeth - narrative write from another characters viewpoint e.g. Banquo meeting the witches. - The witches share their evil plan in a poem/spell 	<ul style="list-style-type: none"> - letter from Jinny apologising for her actions. - Narrative written from another character's viewpoint. - Poetry returning to the home land or leaving the home land. - balanced argument should people have to leave their homes and families to be safe? 	<ul style="list-style-type: none"> - Non-Chronological report: Anglo-Saxon Myths. Why was folklore important during this time of human existence? - Narrative: write a prequel of the story. - Character description of Beowulf. - Diary of Grendel's mother - Narrative – write an epilogue for the story 	<ul style="list-style-type: none"> - Formal letter: reduce in green space complaint. - T-shirt campaign: save our green space. - Script: TV advert (green space conservation.) - Character description of a Varmint. <p>The Rabbits</p> <ul style="list-style-type: none"> - Balanced argument – Should the number of Rabbits be controlled? - Newspaper – The day the Rabbits came - formal complaint letter - informal letter from The Rabbits home to say how they are enjoying taking over the world 	<ul style="list-style-type: none"> - Perspective piece: a day in the life of Olivia (August's sister) - fiction story writing (emotive scenes) - biography (How tragedy has changed his life) - persuasive – should he share his feelings with someone real? <p>Performance Poetry</p> <ul style="list-style-type: none"> - watch performance poetry and create own performances - write a poem to be performed - collaborate with others on a group performance
<p>Grammar & Composition:</p> <ul style="list-style-type: none"> - Varying sentence structure (relative and subordinate) - Commas to separate clauses. - Fronted adverbials. - Passive voice. - Figurative language (similes, metaphors, personification, alliteration.) - Expanded noun phrases. - Prepositional phrases. - Formal, debating language. - Careful language choices: emotive language, superlatives, hyperboles, rhetorical questions.) - Range of conjunctions to link sentences and paragraphs. - Modal verbs. 	<p>Grammar & Composition:</p> <ul style="list-style-type: none"> - Colons to separate clauses. - Varying sentence structure (relative and subordinate.) - Appropriate language choice. - Hyphens. - Bullet points and subheadings. - Modal verbs. - Expanded noun phrases. - Prepositional phrases. - Passive voice. - Direct speech and necessary punctuation for speech. - Dashes, brackets and commas for parenthesis. - Appropriate language choices for formal tone. 	<p>Grammar & Composition:</p> <ul style="list-style-type: none"> - Dialogue and necessary punctuation for speech. - Hyphens. - Semi-colon to separate clauses. - Semi-colon to separate items in a complex list. - Colons to introduce lists. - Expanded noun phrases. - Appropriate language choice: emotive language. - Varying sentence structure (relative, subordinate, compound.) - High level adverbs. - Figurative language: similes. - Prepositional phrases. - Range of openers (fronted adverbials, similes, 	<p>Grammar & Composition:</p> <ul style="list-style-type: none"> - Passive voice. - Bullet points and subheadings. - Hyphens. - Semi colons to separate clauses. - Colons to introduce a list. - Brackets, dashes and commas for parenthesis. - Conjunctions to create cohesion in and across paragraphs. - Expanded noun phrases. - Use on concise descriptive language. - Varying sentence structure (relative, simple, subordinate, compound). - Range of fronted adverbials. 	<p>Grammar & Composition:</p> <ul style="list-style-type: none"> - Full range of Year 6 punctuation . , ; () - ! ? ... - Varying sentence structure. - Conjunctions to create cohesion in and across paragraphs. - Use of concise, persuasive/descriptive language. - Appropriate language choice for formality. - Expanded noun phrases. - Synonyms. - Modal verbs. - Appropriate language choice: emotive language. 	<p>Grammar & Composition:</p> <ul style="list-style-type: none"> - Full range of Year 6 punctuation . , ; () - ! ? ... " - Varying sentence structure. - Use of humour. - Manipulating language for effect. - Language choices to express shift in atmosphere. - Adapting spoken language to written. - Synonyms. - Range of fronted adverbials. - Expanded noun phrases. - Descriptive language to bring character and setting to life. - Carefully chosen effective use of verbs and adverbs. - Varying sentence openers. - Character dialogue to move action forward.

- Punctuation: brackets, dashes, ellipsis, colons to introduce a list.		conjunctions, 'ed' clause and 'ing' clause.)			
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