



**Year 6**

**English Curriculum Document**

## Developing Writing

### Writing Curriculum Structure

The curriculum has been planned and structured at a variety of levels in order to maximise learning by ensuring there is sufficient time dedicated to new learning and pupils are given frequent opportunity to revisit learning. The considered structure provides familiarity to pupils and allows them clearly understand the focus of each learning session.

The structure is as follows:

- A yearly structure of knowledge and skills (which is progressive each year)
- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week
- A lesson structure which builds learning throughout the lesson

The weekly and lessons structure shifts throughout the year in order that pupils effectively apply their skills and knowledge with increasing creativity and focus on composition. This is as a result of the careful teaching of writing and composition skills across the year which sit together with a rich knowledge of texts and ability to understand language through Guided Reading sessions.

Following the yearly overview, this curriculum document is divided into half terms. Each section contains:

- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week

### Lesson structure for skills sessions

Lesson structure
<b>Date and Marking Grid</b> <ul style="list-style-type: none"><li>• Independent transcription of date and sticking in of marking grid</li><li>• Expectation that pupils add lesson subheadings</li></ul>
<b>Formation</b> <ul style="list-style-type: none"><li>• Heading in books - <u>Formation</u></li><li>• Continued letter join rehearsal - –application in words not just individual letters</li></ul>
<b>Word / sentence writing</b> <ul style="list-style-type: none"><li>• Heading in books – <u>Word Writing</u></li><li>• Recap of writing dictated words and sentences with known GPCS or spelling patterns</li><li>• May be dictated words or may be labels to accompanying images</li></ul>
<b>New Learning</b> <ul style="list-style-type: none"><li>• <b>Teaching – I do</b> The new skill or concept is introduced and explained by T with example.</li><li>• <b>Guided practice – we do</b> Heading in books – <u>We do</u> In books pupils complete a further example guided by the teacher</li><li>• <b>Independent– you do</b> Heading in books –<u>You do</u> In books pupils independently complete the task</li></ul>

### Lesson structure for genre development sessions

Lesson structure
<b>Date and Marking Grid</b> <ul style="list-style-type: none"><li>• Independent transcription of date and sticking in of marking grid</li><li>• Expectation that pupils add lesson subheadings</li></ul>
<b>Formation</b> <ul style="list-style-type: none"><li>• Heading in books - <u>Formation</u></li><li>• Continued rehearsal of joins –application in words not just individual letters</li></ul>
<b>Skill review</b> <ul style="list-style-type: none"><li>• Heading in books – <u>Skill review</u></li></ul>

- Quick review of skill taught within the unit of work– e.g punctuation application, word class identification, rehearsal of adding pre fix/ suffixes

**New Learning**

- Heading in books – New learning
- Genre related learning – e.g text exploration, planning, drafting etc.

**Autumn 1 Structure**

Autumn 1		
Genre – Persuasion RWP- Battlecry		
Week	Content	Additional notes
1	<b>Retrieval:</b> <ul style="list-style-type: none"> <li>• Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Red Lane Way focus</li> <li>• Teaching presentation expectations in books</li> </ul>
2	<b>Skills Lessons:</b> <ul style="list-style-type: none"> <li>• Emotive Language</li> <li>• Sentence Structures</li> </ul>	<b>Sentence Writing-</b> <ul style="list-style-type: none"> <li>• Alan Peat sentence recap- 2A, more the more. verb, person</li> </ul>
3	Genre development- <b>Battle cry- RWP</b> <ul style="list-style-type: none"> <li>• Features</li> <li>• Deconstruct</li> <li>• Compare and contrast comparative</li> </ul>	<b>Skill Review-</b> <ul style="list-style-type: none"> <li>• Different sentence structures eg- Relative clause, fronted adverbials</li> <li>• Word types- nouns, verbs, prepositions etc.</li> <li>• Active/ Passive voice</li> </ul>
4	Genre development- <b>Battle cry- RWP</b> <ul style="list-style-type: none"> <li>• Gathering ideas</li> <li>• Shared</li> <li>• Drafting</li> <li>• Final Piece</li> </ul>	<b>Skill Review-</b> <ul style="list-style-type: none"> <li>• Formal/ informal language</li> <li>• Subjunctive</li> </ul>
5 <b>Read part of the story everyday</b>	<b>Skills Lessons:</b> <ul style="list-style-type: none"> <li>• Direct/ indirect speech</li> <li>• Conjunctions</li> <li>• Colon</li> <li>• De:de sentence</li> </ul>	<b>Sentence Writing-</b> <ul style="list-style-type: none"> <li>• Expanded noun phrase</li> <li>• Outside. (Inside).</li> <li>• Spellings</li> </ul>
6 <b>Read part of the story everyday</b>	Genre Development- <b>Viking boy</b> <ul style="list-style-type: none"> <li>• Explore the theme of the story</li> <li>• Explore the vocabulary</li> <li>• Draft descriptive sentences using known structures</li> <li>• Independent write- character description</li> </ul>	<b>Skill review:</b> <ul style="list-style-type: none"> <li>• Emotive language</li> <li>• Formal tone</li> <li>• informal tone</li> </ul>
7 <b>Read part of the story everyday</b>	Genre development- <b>Viking boy</b> <ul style="list-style-type: none"> <li>• Newspaper features review</li> <li>• Drafting lead paragraph (5 w's)</li> </ul>	<b>Skill review:</b> <ul style="list-style-type: none"> <li>• Direct speech</li> <li>• Indirect speech</li> <li>• Paragraph cohesion</li> </ul>

	<ul style="list-style-type: none"> <li>Applying direct/ indirect speech to a source</li> <li>Planning report</li> <li>Writing report</li> </ul>	
<b>8</b> <b>Read part of the story everyday</b>	<p>Genre development- <b>Viking boy</b></p> <ul style="list-style-type: none"> <li>Edit and improve report.</li> </ul> <p>Poetry for rest of week</p>	

<b>Autumn 2</b>		
<b>Genre – Non-chronological report (informative)</b>		
<b>Week</b>	<b>Content</b>	<b>Additional notes</b>
<b>1</b>	<p><b>Skills Lessons:</b></p> <ul style="list-style-type: none"> <li>Cohesion using adverbials etc</li> <li>Synonyms/ antonyms</li> <li>Determiners</li> <li>Parenthesis using a dash</li> </ul>	<p><b>Sentence Writing:</b></p> <ul style="list-style-type: none"> <li>Sentences inc. y5 spellings (dictation)</li> <li>Relative clauses</li> </ul>
<b>2</b>	<p><b>Skills Lessons:</b></p> <ul style="list-style-type: none"> <li>Some; others sentence</li> <li>Using technical vocabulary</li> <li>Bullet points for listing</li> <li>Images with captions</li> </ul>	<p><b>Sentence Writing-</b></p> <ul style="list-style-type: none"> <li>Alan peat recap- 2A, 2 pair</li> <li>Sentences inc. y6 spellings from autumn 1 (dictation)</li> </ul>
<b>3</b>	<p>Genre development- <b>Non- chronological report</b></p> <ul style="list-style-type: none"> <li>Features</li> <li>Deconstruct</li> <li>Compare and contrast comparative</li> </ul>	<p><b>Skill Review-</b></p> <ul style="list-style-type: none"> <li>De:de sentence</li> <li>Sentence structures</li> <li>colon</li> </ul>
<b>4</b>	<p>Genre development- <b>Non- chronological report</b></p> <ul style="list-style-type: none"> <li>Gathering ideas</li> <li>Shared</li> <li>Plan</li> <li>Write</li> <li>Edit and improve</li> </ul>	<p><b>Skill Review-</b></p> <ul style="list-style-type: none"> <li>Proof reading &amp; editing</li> <li>Relative pronouns</li> <li>Modal verbs</li> </ul>
<b>5</b>	<p><b>Skills Lessons:</b></p> <ul style="list-style-type: none"> <li>Sentence structures to aid description (2 pair, 2A, de:de etc)</li> <li>Similes and metaphors</li> <li>Prefixes for meaning (eg- multi, bi etc)</li> </ul>	<p><b>Sentence Writing:</b></p> <ul style="list-style-type: none"> <li>Sentences inc. y6 spellings from autumn 1 (dictation)</li> <li>Direct/ indirect speech</li> </ul>
<b>6</b>	<p>Genre Development- <b>Ruin</b></p> <ul style="list-style-type: none"> <li>Features of a suspense narrative</li> <li>Drafting descriptive sentences using known structures</li> <li>Exploring vocabulary and setting</li> <li>Shared opening (setting description)</li> <li>Independent opening</li> </ul>	<p><b>Skill Review-</b></p> <ul style="list-style-type: none"> <li>Some; others sentence</li> <li>Pronouns to avoid repetition</li> <li>Parenthesis using a dash</li> </ul>

<b>7</b>	<b>Genre Development- <i>Ruin</i></b> <ul style="list-style-type: none"><li>• Edit &amp; improve opening</li><li>• Plan rest of narrative</li><li>• Write</li></ul>	<b>Skill Review-</b> <ul style="list-style-type: none"><li>• Weaknesses identified during term</li></ul>
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