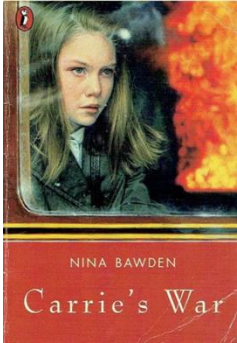
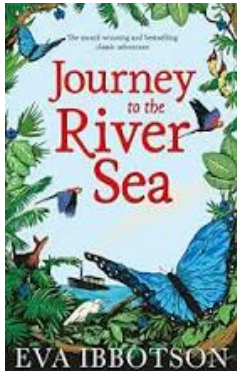
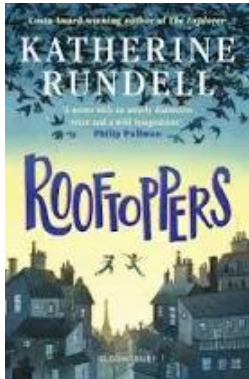


Year 6 Writing Coverage & Progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Good Book Journey Text	 <u>Carrie's War</u>	 <u>A Christmas Carol</u>	 <u>Macbeth</u>	 <u>Journey to the River Sea</u>	 <u>Rooftoppers</u>	
Themes	War time Evacuation Families and friendship Memory Growing up Grief Loyalty	Transformation and redemption Forgiveness Social injustice Family and community Greed and Charity	Ambition and power Guilt and conscience Supernatural Appearance vs reality Order	South America (particularly Brazil) Rainforests/Rivers Travel and adventure Exploration Migration Diversity and Social Class Family and Friendship Tolerance	Identity Hope Belonging Courage and determination Perseverance Unconventional families	
Catholic Social Teaching Links	Human Dignity Common Good		Human Dignity Stewardship		Human Dignity Solidarity	

	Participation Solidarity Options for the Poor		Common Good Distributive justice Options for the Poor			
Genre	Modern Classic/Historical Fiction		Adventure		Adventure/Historical fiction	
Narrative	• Setting description • Diary entry	• Character description • Poetry • Writing in role	• Playscript • Story writing (adventure)	• Poetry • Dialogue between characters	• Story writing (suspense)	
Non-narrative	• Formal letter	• Persuasive Text	• Informal letter • Balanced Argument	• Persuasive text (advertisement, reviews/ complaint and response letters with differing formality) • News Report	• Biography • Non-Chronological Report	
Enrichment	Lordswood Library Poetry Workshop	Author Visit	Invicta Grammar Writing Workshop	Author Visit	Overseas correspondence	
Supplementary Texts	Hitler's Canary by Sandi Toksvig Wilfred Owen (Classic War Poetry) Undiscovered Heroes of the Second World War (Prof, Yasmin Kahn – True Stories) Letters from the Lighthouse by Emma Carroll		Shakespeare's Twelfth Night Holes by Louis Sachar The Night Diary by Veera Hiranandani		The Final Year by Matt Goodfellow	

Composition				
Construction		To plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form. To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. To plan their writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listen to or seen performed. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing – considering language, characterisation and structure. To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To draft and write narratives, describing settings, characters and atmosphere. To integrate dialogue to convey character and advance the action. To draft and write by accurately precisising longer passages. To draft and write by linking ideas across paragraphs using a wider range of cohesive devices. To draft and write by using organisational and presentational devices to structure text and to guide the reader. To use layout devices to structure text, including: headings, sub-headings, columns, bullet points or tables.		
Grammar	Punctuation	To use the colon to introduce a list or semi-colons within lists. To use bullet points to list information.	To understand how hyphens can be used to avoid ambiguity. To use the semi-colon and colon when writing lists or as the boundary between independent clauses. Parenthesis including dashes to mark the boundary between clauses Inverted commas Ellipsis	To use the full range of punctuation taught at KS2 and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.
	Word classes	Adjectives Adverbs Expanded noun phrases Relative and possessive pronouns Prepositions	Collective nouns Abstract nouns Subject and object Co-ordinating and subordinating Conjunctions Determiners/generalisers	Revision

	Verb tenses	Verb inflections Subjunctive form Progressive form Modal verbs Imperative verbs	Auxiliary Verbs Perfect form - marking relationships of time and cause Active and passive	Revision
Vocabulary		Frontage, landlady, grandfather, poky, quarantine, pyjamas, contradiction, alcove, imprisoned, instantaneous, determination, measles, dissuade, oblige, goad, absorption, pendulum, tenant, feign, improprieties, amiss, slatted, brindled,	indigenous, Amazon Rainforest, Brazilian, Manaus, emigrated, rubber plantation, lagoon, guardian, governess, perspective, orphan, civilised, peasant, jetty, Amazon Basin, relative, knickerbockers, octave, quoits, parasol	Scholar, ward, aristocratic, bewildered, cello, impenetrable, industrious, contagious, determined, fragile, extravagant, larder, inherit, deranged, expedition, balustrade, catechism, appeased, penal, servitude, pelted, salamander, horde, omen, lugubrious, conjuror, murmuration, thrumming, pirouette, rollicking, nondescript, loitering, felony, endowed, disintegrated, haughtily, archive, requiem, plume, incredulously, hefted, arrondissement, magnanimously, stymied, cholera
Transcription				
Spellings:		- words ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’ - suffixes beginning with vowels to words ending in ‘-fer’ - homophones (‘ce’/‘se’) - endings that sound like /jəs/ spelt ‘-cious’ or ‘-tious’	- words with ‘ough’ letter string - words ending ‘-cial’ and ‘-tial’ - homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)	- words ending in ‘ant’, ‘-ance and ‘-ancy’ - words ending ‘-ent’, ‘-ence’ and ‘-ency’ - homophones (draught/ draft, dissent/descent, precede/proceed, wary/weary)
Year 5&6 Statutory Words		accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary		

	disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Handwriting	To write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left un-joined. To legibly, fluently and with increasing speed by choose the writing implement that is best suited for a task.