

Almond Hill Writing Curriculum Year 6

	Autumn 1 (3 units)	Autumn 2 (2 units)	Spring 1 (2 units)	Spring 2 (2 units)	Summer 1 (3 units)	Summer 2 (2 units)
Purpose	POETRY	ENTERTAIN	North Hertfordshire Writing Project	INFORM	ENTERTAIN	INFORM
Outcome	Poem	Setting description		Newspaper report	Narrative: suspense (dialogue to advance action)	Letter of complaint
Core text	<i>All Summer in a Day</i> by Ray Bradbury	<i>Great Expectations</i> by Charles Dickens		<i>The Sister Who Ate her Brothers</i> by Jen Campbell	<i>Alma</i> (short film)	<i>Models by teachers</i>
Supplementary texts	<i>The Malfeasance</i> by Alan Bold	<i>Freeze</i> by Chris Priestly <i>The Haunting of Aveline Jones</i> by Phil Hickes		<i>Stinky Cheese Man and other Fairly Stupid Tales</i> by Jon Scieszka	n/a	
Curriculum aims	Select vocabulary to reflect what the writing requires Expanded noun phrases with modifying adjectives, nouns and preposition phrases Modal verbs to indicate degrees of possibility Use verb tenses consistently and correctly	Describe settings and atmosphere in narratives Devices for cohesion: synonyms, adverbials, pronouns Subjunctive form		Passive voice Modal verbs to indicate degrees of possibility Direct and indirect speech (including formality shifts) Semi-colons and colons Expanded noun phrases to convey complicated information concisely Use perfect form of verbs to mark relationships of time and cause Relative clauses to provide information concisely Hyphens to avoid ambiguity Control over levels of formality	Integrate dialogue into narratives, advancing the action Describe characters, setting and atmosphere in narrative Cohesive devices Range of punctuation Expanded noun phrases with modifying adjectives, nouns and preposition phrases	Range of cohesive devices: adverbials, synonyms Relative clauses (with implied relative pronoun) to provide informative concisely Passive voice Subjunctive form Use perfect form of verbs to mark relationships of time and cause Modal verbs to indicate degrees of possibility Hyphens to avoid ambiguity Semi-colons in a list

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Writerly tools	<p>Personification to help the reader imagine things</p> <p>Pathetic fallacy to create atmosphere</p> <p>Careful selection of vocabulary</p>	<p>Using senses to describe</p> <p>Personification and pathetic fallacy to create atmosphere</p> <p>Power of three to emphasise a point</p>		<p>Hyperbole to exaggerate a point</p> <p>Quotes from experts or eyewitnesses to add information and/or points of view</p> <p>Formal vocabulary choices to differentiate between the report and quotes.</p>	<p>Show not tell to help the reader imagine what the character is doing, and infer what they are feeling</p> <p>Range of sentence structures to build suspense.</p>	<p>Rhetorical questions to encourage the reader to think about the topic</p> <p>Varying sentence length for improved flow</p> <p>Formal vocabulary choices</p>
Spellings (Y5/6 list)	determine, temperature, environment, variety, average, frequently, immediately, lightning, rhyme, pronunciation	stomach, shoulder, sincerely, cemetery, individual, physical, curiosity, recognise, existence, interrupt, aggressive, ancient, awkward		correspond, explanation, identity, individual, mischievous, neighbour, opportunity, recommend, according, apparent, available, committee, communicate, controversy,	appreciate, sacrifice, average, competition, desperate, especially, identity, marvellous	appreciate, accommodate, communicate, convenience, develop, disastrous, embarrass, familiar profession, sufficient, interfere, frequently, explanation, exaggerate, persuade, recommend, recognise, thorough, relevant, sincerely
Purpose	INFORM	PERSUADE	ENTERTAIN	ENTERTAIN	INFORM	ENTERTAIN
Outcome	Non-chronological report	Advert (for a gadget)	Dialogue (formal and informal)	Character description (villain)	Personal Recount	Narrative: horror
Core text	<i>The Spiderwick Chronicles</i> by Tony DiTerlizzi	<i>Alex Rider: Stormbreaker</i> by Anthony Horowitz	<i>High Diving Giraffes (short film)</i>	<i>Boy</i> by Roald Dahl	<i>The Girl Who Walked on Air</i> by Emma Carroll	<i>One Day at Horrorland</i> by R.L. Stine
Supplementary texts	<i>Models by teachers</i>	<i>Models by teachers</i>	<i>The Wizard of Oz</i> by Frank Baum	n/a	<i>Man Between the Towers</i> by Mordecai Cierstein	n/a

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<p>Curriculum aims</p>	<p>A range of conjunctions, including subordination – varying position of clauses in sentences</p> <p>Paragraphs to organise ideas</p> <p>Parenthesis – brackets and dashes</p> <p>Colon to introduce a list</p> <p>Passive voice</p> <p>Organisational and presentational devices to structure text and to guide the reader</p>	<p>Relative clauses to provide information concisely</p> <p>Modal verbs to indicate degrees of possibility</p> <p>Synonyms for cohesion and to avoid repetition</p> <p>Passive voice</p> <p>Parenthesis – commas, brackets and dashes</p> <p>Bullet points</p> <p>Hyphens to avoid ambiguity</p>	<p>Integrate dialogue into narratives, advancing the action</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Using contracted forms</p> <p>Adverbs (manner and time)</p> <p>Relative clauses to provide additional information or description</p>	<p>Describing characters</p> <p>Expanded noun phrases with modifying adjectives, nouns and preposition phrases</p> <p>Figurative language: similes, metaphor</p> <p>A range of devices to build cohesion: synonyms, adverbial phrases, pronouns</p> <p>Modal verbs to indicate degrees of possibility</p>	<p>Describe character and atmosphere</p> <p>Use verb tenses consistently and correctly (moving between forms of present and past)</p>	<p>Ellipsis</p> <p>Describe characters, settings and atmosphere in narrative</p> <p>Use perfect form of verbs to mark relationships of time and cause</p> <p>Dialogue to advance the action</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires</p>
<p>Writerly tools</p>	<p>Use of headings, subheadings, bullet points to help the reader find the information they are seeking</p>	<p>Direct address (you) to speak directly to the reader</p> <p>Hyperbole to exaggerate a point</p> <p>Repetition to emphasise something important</p> <p>Rhetorical questions to engage the reader in thinking about the topic</p>	<p>Characterisation in speech through use of show not tell and adverbs</p>	<p>Show not tell to help the reader imagine what the character is doing, and infer what they are feeling</p> <p>Variety of sentence lengths (conscious control) to maintain a rhythm and flow, making the writing interesting to read</p>	<p>Repetition (power of three)</p> <p>Internal thought</p> <p>Show not tell</p>	<p>Onomatopoeia</p> <p>Simile</p> <p>Metaphor</p>
<p>Spellings (Y5/6 list)</p>	<p>aggressive, category, according, accompany, community, environment, necessary, occupy, competition, especially, excellent, identity, nuisance, recognise,</p>	<p>recommend, system, desperate, definite, equipment, marvellous, amateur, available, bargain, average, competition,</p>	<p>awkward, identity, marvellous, communicate, nuisance, curiosity, explanation, suggest, variety ,</p>	<p>aggressive, average, definite, determined, disastrous, physical, existence, guarantee, identity marvellous, nuisance</p>	<p>appreciate, desperate, determined, especially, immediately, necessary, opportunity, stomach, temperature</p>	<p>queue, desperate, determined, especially, excellent, immediately persuade. rhythm</p>
<p>Purpose</p>	ENTERTAIN					
<p>Outcome</p>	<p>Narrative: 'Night of the air raid'</p>				<p>Short story: Lemonade</p>	
<p>Core text</p>	<p><i>Shrapnel Boys</i> by Jenny Pearson</p>				<p><i>Models</i> by teacher</p>	
<p>Supplementary texts</p>	<p><i>Letters from the Lighthouse</i> by Emma Carroll</p> <p><i>Kingdom by the Sea</i> by</p>					

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	Robert Westall					
Curriculum aims	<p>Dialogue and inverted commas and punctuation for direct speech</p> <p>Describe settings, characters and atmosphere in narrative</p> <p>Cohesion across paragraphs, including a range of conjunctions, adverbials, synonyms.</p> <p>Use verb tenses consistently and correctly (past and past perfect)</p>				<p>Select vocabulary and grammatical structures that reflect what the writing requires</p> <p>Synonyms to support cohesion</p> <p>Expanded noun phrases with modifying adjectives, nouns and preposition phrases</p> <p>Cohesion within and across paragraphs, including a range of conjunctions, adverbials, synonyms.</p>	
Writerly tools	<p>Personification to help the reader imagine things</p> <p>Use senses to describe, drawing the reader into the moment</p> <p>Similes to describe by comparing something to something else</p>				<p>Use senses to describe, drawing the reader into the moment</p>	
Spellings (Y5/6 list)	<p>soldier, bruise, definite, disastrous, existence, interfere, lightning, necessary, neighbour, nuisance, occupy, temperature</p>					