



## Year 6 Writing Framework

**C = Coverage**    **N = New Learning**    **R = Recall of prior learning**    **A - Assessment**

Terms	Autumn		Spring		Summer	
Topics	Hola! Mexico		A Child's War		Darwin's Delights	
<b>Coverage.</b> Teachers must teach the conventions of the genre alongside GAPs and composition skills	Fiction: Novel as a theme	Fiction: Novel as a theme (incl Recounts: Diaries)	Narrative - Historical Fiction (Characters)	Non-Fiction: Recount - Biography/Autobiography	Non-Fiction: Recount - Newspaper Articles	Non-Fiction: Non-Chronological Reports
	WRAT Assessments	Non-Fiction: Persuasive Writing	Narrative - Historical Fiction (Settings)	Poems with imagery		Poetry: Poems with structure
	Fiction: Novel as a theme (incl recounts - letters)	Assessment/Enrichment	Book Review			Enrichment
<b>Weeks</b>	At the beginning of the year, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.					
1	C - Novel as a theme N - To explore the front cover of 'Holes' R - To identify descriptive words (incl adjectives and adverbs) N - To describe a setting	C - Novel as a theme N - To explore a diary entry N - To identify the features of a diary entry R - To identify the features of a diary entry	C - Historical Fiction N - complete WW2 KWL table N - to explore the front cover of 'Goodnight Mr. Tom' N - To explore key information about the novel	C - Biography N - To read a biography and autobiography N - To answer questions about a person's life (Anne Frank) using an autobiography	C - Newspaper Articles N - To explore and compare a variety of newspaper articles. N - To answer questions using a newspaper article	C - Non-Chronological Reports N - To explore a non-chronological report. N - To find information in a non-chronological report. N - To identify some key features of a non-chronological report.

	<p>N - To analyse and write story openers R - To use full stops and capital letters appropriately</p>	<p>R - To plan a diary entry R - To write a diary entry (as Stanley to his Mum)</p>	<p>R - To analyse characters</p>	<p>N - To identify key difference between a biography and autobiography.</p>		
2	WRAT Assessments	<p>C - Novel as a theme R - To write a diary entry from a chosen perspective N - To debate arguments for and against R - To find evidence in the text N - To debate who is in charge at CGL</p>	<p>C - Historical Fiction N - To show empathy in writing (focussed on emotions of evacuees) R - To use and identify descriptive language R - To write a character description R - To find evidence in the text</p>	<p>C - Biography R - To read a biography and autobiography N - To identify and use key features of an autobiography incl first person pronouns N - To identify key points on interest in withing Anne Frank's autobiography.</p>	<p>C - Newspaper Articles N - To identify some key features of magazine articles R - To use passive voice R - To use past tense N - To use a variety of writing techniques to create eye catch headlines</p>	<p>C - Non-Chronological Reports R - To identify some key features of a non-chronological report within an example. N - To create a research map for a non-chronological report (topic-based)</p>
3	<p>C - Novel as a theme N - To describe a character N - To create a storyboard to summarise events R - To use full stops and capital letters appropriately R - To retrieve and analyse information about characters.</p>	<p>C - Novel as a theme R - To analyse characters R - To find information (and quotations (HAPs) in the text N - To explain symbolism in 'Holes' R - To analyse characters (Mr Sir)</p>	<p>C - Historical Fiction R - To identify select interesting adjectives. R - To evaluate how authors have used language to create and effect on the reader. N - To compare different settings. N - To identify and use figurative language.</p>	<p>C - Biography R - To identify key points on interest in withing Anne Frank's autobiography. R - To identify key difference between a biography and autobiography. N - To use passive voice N - To use past tense</p>	<p>C - Newspaper Articles R - To identify some key features of magazine articles N - To establish the difference between facts and details. N - To add captions to images N - To place events in chronological order.</p>	<p>C - Non-Chronological Reports N - To write an introductory paragraph. N - To write an informative paragraph. R - To interesting conjunctions.</p>

				N - To use third person pronouns		
4	<p>C - Novel as a theme</p> <p>N - To compare characters</p> <p>R - to identify descriptive language</p> <p>N - To create a fact file about a yellow spotted lizard</p> <p>R - To create a fact file about a yellow spotted lizard</p>	<p>C - Novel as a theme</p> <p>R - To find evidence in the text</p> <p>N - To use Point Evidence Explain</p> <p>N - To identify synonyms</p> <p>N - To use synonyms to add interest to sentences</p>	<p>C - Historical Fiction</p> <p>R - To evaluate how authors have used language to create and effect on the reader.</p> <p>R - To identify and use figurative language.</p>	<p>C - Biography</p> <p>N - To add interest to my writing by using ellipses, repetition and adverbials.</p> <p>N - To build an introductory paragraph for a biography</p> <p>N - To write simple biography for Anne Frank</p>	<p>C - Newspaper Articles</p> <p>R - To identify some key features of magazine articles</p> <p>N - To plan an introductory paragraph</p> <p>N - To include opinions withing correctly punctuated quotes.</p> <p>N - To write a concluding paragraph.</p> <p>N - To identify bias within an article.</p>	<p>C - Non-Chronological Reports</p> <p>N - To write a concluding paragraph.</p> <p>R - To write an informative paragraph.</p> <p>R - To interesting conjunctions.</p> <p>A - To write a non-chronological report.</p>
5	<p>C - Novel as a theme</p> <p>R - to find information in the text</p> <p>N - To identify and explore an informal letter.</p> <p>N - To identify the features of an unformal letter</p> <p>R - To plan an informal letter</p>	<p>C - Persuasive writing</p> <p>N - To explore examples of persuasive writing</p> <p>N - To identify and use some persuasive devices</p> <p>N - To explore and analyse a persuasive letter</p> <p>R - To plan a persuasive letter</p> <p>R - To plan a persuasive letter</p>	<p>C - Historical Fiction</p> <p>N - To make predictions about the ending to the novel.</p> <p>R - To identify and analyse figurative language in the text.</p> <p>N - To write an alternative ending.</p>	<p>C - Poetry</p> <p>N - To read a variety of war poetry.</p> <p>N - To decode some examples of war poetry.</p> <p>N - To establish key themes in poems.</p> <p>N - To identify and analyse imagery and figurative language in war poetry.</p>	<p>C - Magazine Articles</p> <p>A - To write a topic themed newspaper article (to be collated into a class newspaper).</p>	<p>C - Poetry</p> <p>N - Explore a range of poetry including Haiku, Acrostic, Sonnet and Cinquain.</p> <p>N - To answer questions about the structure of a variety of poems.</p>
6	<p>C - Novel as a theme</p>	<p>C - Persuasive writing</p>	<p>C - Book Review</p> <p>N - To read a book review</p>	<p>C - Poetry</p> <p>N - To identify and analyse imagery and</p>		<p>C - Poetry</p> <p>N - To identify and use some key poetic</p>

	<p>R - To identify the features of an informal letter</p> <p>R - To plan an informal letter</p> <p>A - To write an informal letter</p> <p>N - To proof read and improve my own work</p>	<p>R - To identify and use some persuasive devices</p> <p>R - To plan a persuasive leaflet</p> <p>A - To create a persuasive leaflet</p> <p>R - To proof read and improve their own work</p>	<p>N - To plan a book review</p> <p>N - To write a book review</p>	<p>figurative language in war poetry.</p> <p>A - To complete a basic analyse of a war poem.</p>		<p>devices including rhyming and use of syllables.</p> <p>N - To plan and write a poem using a structure of their choosing (topic-based)</p>
7	<p>C - Novel as a theme</p> <p>R - To use basic punctuation ( . ! ? , " ")</p> <p>N - To use commas in a list</p> <p>R - To proof read and improve my own work</p>	<p>C - Persuasive writing</p> <p>N - To identify some homophones</p> <p>R - To use commonly misspelled homophones in sentences</p> <p>R - To identify and define further homophones</p>				<p><b>Enrichment Week</b></p>
8		<b>Enrichment Week</b>				
<b>Skill Check</b>						
<b>Writing Composition</b>	<p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ensuring correct subject and verb agreement when using singular and plural, distinguishing between</p>	<p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. summarising longer passages using a wide range of devices to build cohesion</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Evaluate and edit by: assessing the effectiveness of their own and others' writing</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. in writing narratives, considering how authors have developed characters and settings</p>	<p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using</p>

	the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors	within and across paragraphs Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors	in what pupils have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	appropriate intonation, volume, and movement so that meaning is clear. summarising longer passages Evaluate and edit by: assessing the effectiveness of their own and others' writing
Writing Transcription	use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary continue to distinguish between homophones and other words which are often confused	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]	use a thesaurus. use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Endings which sound like / əs/ ʃ spelt -cious or -tious use dictionaries to check the spelling and meaning of words use a thesaurus.	Adding suffixes beginning with vowel letters to words ending in -fer Homophones and other words that are often confused
Vocabulary, punctuation and grammar	Assessment and Consolidation - full stops/capital	The difference between vocabulary typical of informal speech and	Develop their understanding of the	using brackets, dashes or commas to indicate parenthesis	using the perfect form of verbs to mark	using semi-colons, colons or dashes to mark

	<p>letters/WRAT assessments. Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</p>	<p>vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. ellipsis, hyphen, colon, semi-colon,</p>	<p>concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using hyphens to avoid ambiguity Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list use of semi-colons within lists</p>	<p>using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>relationships of time and cause using expanded noun phrases to convey complicated information concisely</p>	<p>boundaries between independent clauses The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>
<p>Handwriting and presentation</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>					
<p>Spoken Language</p>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> </ul>					

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|  | <ul style="list-style-type: none"><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul> |
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