

KS2 Writing Curriculum Map Document Year 6 Autumn Term (1)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Spell and read NC words - to be covered throughout the year and linked to other elements of the writing being taught. Understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. (Y5) Use a dictionary (Y3) confidently Use a thesaurus (Y5) to create word banks of vocabulary Use of the hyphen e.g. co-ordinate, re-enter, co-operate Use and understand the meanings and contexts of homophones and other words that are often confused (Y5) Endings which sound like /ʃəs/ spelt -cious or -tious(See Assertive Spelling strategy for Year 6) 	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. (Y5) Choosing the writing implement that is best suited for a task. (Y5) Practise handwriting and be encouraged to increase the speed (Y5) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Use capital letters for proper nouns (Y3) Use correct capitals for the personal pronoun I, and contraction such as: I'll, I',, I'd, I'm etc..(Y4) Use capital letters, full stops question marks and exclamation marks correctly (Y1) Use apostrophes for contraction (Y2) Use commas for lists (Y2) Use commas alongside inverted commas to correctly punctuate speech (Y3) Use commas to clarify meaning or avoid ambiguity in writing (Y5) Use brackets, <u>dashes</u> or commas to indicate parenthesis. (Y5) Use hyphens to avoid ambiguity. Understand the difference between direct and reported speech and use this when writing 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item (Y5) Use relative clauses beginning with who, which, where, when, whose, that (Y4) or with an implied (ie omitted) relative pronoun. Use expanded noun phrases to convey complicated information concisely (Y4) Use modal verbs or adverbs to indicate degrees of possibility (Y5) Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use the present perfect form of verbs in contrast to the past tense Use subordinating (Y4) and co-ordinating conjunctions (Y5) Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials and commas after these(Y3) Understand and use verb inflections was/were Use determiners accurately a/an Understand the difference between plural and possessive apostrophes (possessive apostrophe for plurals introduced Y4)
Composition		Text Types	Terminology
<p>Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. (Y5) In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Y5) In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. (Y5) Precise longer passages. Use <u>a wide range of devices</u> to build cohesion across paragraphs. Assess the effectiveness of their own and others' writing. (Y3) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Y5) Use layout devices e.g. headings, sub-headings,(Y4) <u>columns, bullets, or tables, to structure text</u> 		<ul style="list-style-type: none"> Narrative Recount of a trip Information report Descriptive settings and characterisation development Poetry Newspaper article Speech 	<ul style="list-style-type: none"> Subject, object Proper noun Active, passive Apostrophe Synonym, antonym Comma Ellipsis Dash Hyphen Colon, semi-colon Bullet points

KS2 Writing Curriculum Map Document Year 6 Spring Term (2)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> NC words to be covered throughout the year and linked to other writing (Y5) Words with the /i:/ sound spelt ei after c The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound) <p>Y5 revision:</p> <ul style="list-style-type: none"> Words with 'silent' letters Words containing the letter-string ough Adding suffixes beginning with vowel letters to words ending in -fer Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Endings which sound like /jəl/ e.g. official, special 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 a thesaurus 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.(Y5) Choosing the writing implement that is best suited for a task.(Y5) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing (Y5) Use brackets, dashes or commas to indicate parenthesis (Y5) Use a colon to introduce a list (Y3) and an example of something that has come before (Y5) Use inverted commas to demarcate direct speech (Y2) Use commas alongside inverted commas to correctly punctuate speech (Y3) Use an ellipsis to create a pause or tension (Y5) Use semi-colons, colons or dashes to mark boundaries between independent clauses. Punctuate bullet points consistently. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing. (Y5) Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item (Y5) Using modal verbs or adverbs to indicate degrees of possibility (Y5) Use relative clauses beginning with who, which, where, when, whose, that or with (Y4) an implied (ie omitted) relative pronoun. (Y6) Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. (Y6) Understand the grammatical difference between plural and possessive -s (Y5) Know first, second and third person Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verb to mark relationships of time and cause.
Composition		Text Types	Terminology
<p>Pupils should be taught to plan and organise their writing by:</p> <p>Planning their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5) noting and developing initial ideas, drawing on reading and research where necessary(Y5) <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 (Y5) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y6) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors (Y3) 		<ul style="list-style-type: none"> Narrative Descriptions Letter Explanation Biography Instructions 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity

<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis 		
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KS2 Writing Curriculum Map Document Year 6 Summer Term (3)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> NC words to be covered throughout the year and linked to other elements of the writing being taught. (Y5) <ul style="list-style-type: none"> Words ending in –able and –ible Words ending in –ably and –ibly Use dictionaries to check the spelling and meaning of words (Y3) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5) Use a thesaurus (Y5) Understand the etymology and morphology of words See Assertive Spelling strategy 6. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: (Y5) Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Y5) Choosing the writing implement that is best suited for a task. (Y5) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing (Y5) Use brackets, dashes or commas to indicate parenthesis (Y5) Use an ellipsis to create a pause or tension (Y5) Use a colon to introduce a list (Y3) or an example (Y5) Use hyphens to avoid ambiguity (Y6) Use semi-colons, colons or <u>dashes</u> to mark boundaries between independent clauses (Y6) Punctuate bullet points consistently (Y6) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing. (Y6) Recognising the difference between vocabulary typical of informal speech and 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]. Use passive verbs to affect the presentation of information in a sentence.(Y6) Use the perfect form of verb to mark relationships of time and cause. (Y6)
Composition	Text Types		Terminology
<p>Pupils should be taught to plan and organise their writing by:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5) <p>- In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Y5)</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary (Y5) <p>Draft and write by:</p> <p>- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.(Y5)</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y6) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Y6) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y6) <p>- Precising longer passages.</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y6) ensuring the consistent and correct use of tense throughout a piece of writing (Y6) ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<ul style="list-style-type: none"> Advertising Letter Campaign Narrative Balanced Argument Review 		<p>Revising content: Subject, object Active, passive Synonym, antonym Ellipsis Hyphen Colon, semi-colon Bullet points</p> <p>Review Year 5 terminology: Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>

<ul style="list-style-type: none">● proof-read for spelling and punctuation errors <p>- Using <u>a wide range of devices</u> to build cohesion across paragraphs. Create links within paragraphs and from the beginning to the end of a piece of writing</p> <p>- Assess the effectiveness of their own and others' writing by editing and peer marking against success criteria</p> <ul style="list-style-type: none">● Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.		
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