

Glade Hill Long Term Writing Curriculum

| Year group 6 | Topic/ theme | Core Text | Supporting 'texts' for writing stimuli <i>Picture books Film Audio (song) Poetry Art/photo/picture Novels</i> | Writing Outcomes <i>Writing purposes key:</i> entertain inform persuade discuss | Purpose and Audience | Grammar/ composition focus' for each writing unit <i>box it up grid/ success criteria</i> | Sentence progression <i>(use sentence expansion, Literary / stylistic devices to add creativity and Alan Peat Sentences from sentence progression document)</i> | Grammar Teaching/groups <i>(use sentence structure, punctuation from sentence progression document)</i> |
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| Autumn 1 | <u>Friendship and Courage</u> | Harry Potter and the Philosopher's Stone – J K Rowling | Why Narrative Matters TedTalks Why Fantasy Matters Elizabeth Chapin TEDxCamarillo (youtube.com) Film clips from HP Harry and the Snake Harry Potter and the Philosopher's Stone (youtube.com) The Snallygaster Grammarsaurus adverts | Fantasy stories | P: To make the reader see how magical Harry is A: Class fantasy book to share with Year 5s | <ul style="list-style-type: none"> - Describe characters, settings and atmosphere - Expanded noun phrases to convey complicated information precisely - Dialogue to convey character - Use a range of devices to build cohesion within and across paragraphs (time and place adverbials) | Similes Emotion-consequence sentence | Word classes Nouns and adjectives Verbs Adverbs |
| | | | | Advert | P: To persuade the reader to buy this new broomstick/wand A: Muggles, witches and wizards (Y5 Hogwarts workshop) | <ul style="list-style-type: none"> - Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g., rhetorical questions, modal verbs/ adverbs, 2nd person) - Write effectively for a range of purposes using the following key features: statistics, expert opinions, exaggeration, command | Complex sentences: subordinating conjunctions <i>Despite, whenever etc as a result of</i> | |
| | | | | Non-chronological report | P: To inform students at Hogwarts about a new creature found in the halls A: Students at Hogwarts | <ul style="list-style-type: none"> - Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g., technical language, present tense, third person) - Use verb tenses consistently and correctly throughout - Write effectively for a range of purposes using the following key features: appropriate title, introduction, paragraphs, subheadings, bullet points for a list, factual information | () , , for parenthesis : (to begin a bullet pointed list) - for compound adjectives | |

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| Autumn 2 | | Kensuke's Kingdom – Michael Morpurgo | Storm film clip Thunderstorm At Sea (youtube.com) | Diary entry | P: To recount Michaels's feelings and emotions about being stranded at sea. A: Future Michael | <ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action | Use a wider range of cohesive devices: repetition of a word or phrase. AP Ad, same ad. Personification of weather | Modal verbs Punctuation Pronouns Prepositions Determiners and articles |
| | | | Grammarsaurus model texts | Newspaper report | P: To inform the reader about Michael's return after being stranded for so long. A: Residents in Michael's local area | <ul style="list-style-type: none"> - Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g., technical language, present tense, third person) - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | Expansion through answering 5w's for relative clauses Complex sentences: Relative clause who, which, where, when, whose, that | |
| | | | BBC Bitesize Clips: How to write a balanced argument How to write a balanced argument - BBC Bitesize | Argument | P: To provide both sides of the arguments for 'Should children learn survival skills at school?' A: Mrs Stapleton | <ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - using a wide range of devices to build cohesion within and across paragraphs | AP Some; others sentence Noun, which/where/who | |
| Spring 1 | Peace and Conflict | When the Sky Falls – Phil Earle | Goodnight, Mr Tom film clip Goodnight Mister Tom Full Movie (youtube.com) from 3:37 | Historical Narrative | P: To describe the experiences of evacuees during the war A: A WW2 class display | <ul style="list-style-type: none"> - consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action | AP The more, the more sentences Emotion word, sentence Metaphors | Clauses Questions Relative clauses Inverted commas Parenthesis Hyphens Tense consistency Verb forms Active and passive voice Clauses Relative clauses |
| Beyond the lines clip Beyondthelines - THE LITERACY SHED | | | Letter | P: To inform the reader about the experiences of a soldier during the war. | <ul style="list-style-type: none"> - use a wide range of devices to build cohesion within and across paragraphs - Identify the audience for and purpose of the writing, selecting the appropriate form and using other | Semi-colon for expanded list AP | | |
| | | | Churchill speech clips | | | | | |

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| | | | BLOOD, TOIL, TEARS AND SWEAT speech Winston Churchill (youtube.com) | | A: Family member back home | similar writing as models for their own. | 3_ed sentences Double ly | Sentence types |
| | | | | Motivational Speech | P: For Churchill to motivate and keep spirits high in the war. A: The British Public | <ul style="list-style-type: none"> - Use a wide range of devices to build cohesion within and across paragraphs - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Levels of formality AP: One word/phrase: definition When; when; when, then sentences | |
| Spring 2 | | The Island – Armin Greder Survivors – David Long | | Diary Entry | P: To recount experiences of the man on the island A: Future man to remember | <ul style="list-style-type: none"> - Use a wide range of devices to build cohesion within and across paragraphs - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Using semi colons and colons to join independent clauses AP: Imagine 3 examples sentences 2 pairs sentences | Revision of KS2 curriculum |
| | | | | Alternative ending narrative | P: To provide an alternative ending A: Anyone who has read the book and interested in alternative ending | <ul style="list-style-type: none"> - Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed | Ad, same ad. Emotion word, Verb, person | |
| | | | | Letter | P: To persuade the government to enforce a policy which supports refugees A: The government | <ul style="list-style-type: none"> - Use a wide range of devices to build cohesion within and across paragraphs - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Last word, first word. 3 bad – question | |
| Summer 1 | <u>Justice and Equality</u> | Reading for pleasure Night Bus Hero – Onjali Q Rauf | Theme Park | Advert | P: To persuade the audience to visit the theme park A: Families wanting to plan a day trip | <ul style="list-style-type: none"> - Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g., rhetorical questions, modal verbs/ adverbs, 2nd person) - Write effectively for a range of purposes using the following key features: statistics, expert opinions, exaggeration, command | De: De sentences Parenthesis Subordinating clauses : and; for expanded list | Revision of KS2 curriculum |

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| Summer 2 | | The Final Year – Matt Goodfellow | Gravity film clip | Film narrative | <p>P: To tell the story of disastrous events that occurred on a mission in space.</p> <p>A: People back home</p> | <ul style="list-style-type: none"> - Describe characters, settings and atmosphere - Expanded noun phrases to convey complicated information precisely - Dialogue to convey character | <p>AP: Last word. First word Emotion word, sentence</p> | |
| | | | Alma | Narrative opening | <p>P: To scare the audience</p> <p>A: Anyone with an interest in spooky</p> | <ul style="list-style-type: none"> - Describe characters, settings and atmosphere - Expanded noun phrases to convey complicated information precisely - Dialogue to convey character | <p>AP: Imagine 3 examples sentences Emotion word, sentence Verb, sentence The more, the more...</p> | |
| | | | The Applause | 1 st person monologue | <p>P: To capture the thoughts and emotions during a nerve-wracking performance.</p> <p>A: The audience at the event</p> | <ul style="list-style-type: none"> - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | <p>AP: Verb, sentence Last word. First work</p> <p>Repetition Onomatopoeia</p> | |