


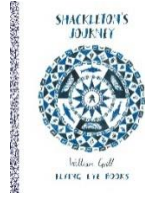
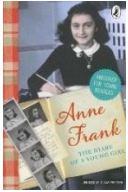








St Mewan Writing Curriculum 24 – 25 onwards.



Year 6

<p>Year 6 writing units</p> <p>Non-fiction Fiction Skills work</p>	<p>Autumn Rainforests Narrative – description (I).</p>  <p>Y6 Skill Unit – How to write for purpose independently. Grammar for writing and editing techniques (S).</p> 	<p>Spring Deforestation Persuasive Speech in groups (S)</p> <p>Independent persuasive speeches (I).</p> 	<p>Shackleton Non-chronological report</p>  <p>Anne Frank Report</p> 	<p>Cornish Mining Diary in role (I)</p>  <p>Alma Mystery Story</p> 	<p>Francis Mystery story</p> 	<p>Horror Transition unit Horror Story</p>  <p>Cross-curricular</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell some words with 'silent' letters confidently continue to distinguish between homophones and other words which are often confused confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1, confidently. All the above as part of the editing process. Also see spelling curriculum separately. 					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them confidently use dictionaries to check the spelling and meaning of words confidently use a thesaurus confidently. use the first 3 or 4 letters of a word to confidently check spelling, meaning or both of these in a dictionary. All the above as part of the editing process. Also see spelling curriculum separately. 					
<p>Transcription</p>	<ul style="list-style-type: none"> work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings. 					
<p>Handwriting</p>	<ul style="list-style-type: none"> confidently choose which shape of a letter to use when given choices and deciding whether or not to join specific letters confidently choose the writing implement that is best suited for a task 					
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> identify confidently 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, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 					
<p>Planning Writing</p>	<ul style="list-style-type: none"> confidently note and develop initial ideas, drawing on reading and research where necessary 					
<p>Drafting Writing</p>	<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently 	<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance 	<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance 	<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently 	<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

	<p>describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • confidently use a wide range of devices to build cohesion within and across paragraphs 	<p>meaning</p> <ul style="list-style-type: none"> • confidently précis longer passages • confidently use further organisational and presentational devices to structure text and to guide the reader • confidently use a wide range of devices to build cohesion within and across paragraphs 	<p>meaning</p> <ul style="list-style-type: none"> • confidently précis longer passages • confidently use further organisational and presentational devices to structure text and to guide the reader • confidently use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • confidently use further organisational and presentational devices to structure text and to guide the reader • confidently use a wide range of devices to build cohesion within and across paragraphs 	<p>describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • confidently use further organisational and presentational devices to structure text and to guide the reader • confidently use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • confidently use a wide range of devices to build cohesion within and across paragraphs
Editing Writing	<ul style="list-style-type: none"> • confidently assess the effectiveness of their own and others' writing • confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • confidently and accurately proofread for spelling and punctuation errors 					
Performing Writing		<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 				
Word	<ul style="list-style-type: none"> • synonyms & antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out > discover, ask for > request, including subjunctive forms • synonyms & antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out > discover, ask for > request, including subjunctive forms • synonyms & antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. 	<ul style="list-style-type: none"> • synonyms & antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. <p>Revisited through the SPAG curriculum.</p>		
Sentence	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • confidently use modal verbs or adverbs to indicate degrees of possibility • confidently use expanded noun phrases to convey complicated information concisely • confidently use relative clauses 	<ul style="list-style-type: none"> • use passive verbs to affect the presentation of information in a sentence I.e. I broke the window vs the window in the greenhouse was broken (by me). • to recognise and use language structures 	<ul style="list-style-type: none"> • use passive verbs to affect the presentation of information in a sentence I.e. I broke the window vs the window in the greenhouse was broken (by me). • confidently use relative clauses beginning with who, 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • confidently use modal verbs or adverbs to indicate degrees of possibility • confidently use expanded noun phrases to convey complicated information 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • confidently use modal verbs or adverbs to indicate degrees of possibility • confidently use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • confidently use modal verbs or adverbs to indicate degrees of possibility • confidently use expanded noun phrases to convey complicated information

	beginning with who, which, where, when, whose, that or with and applied but omitted relative pronoun.	typical of formal and informal speech (i.e. the subjunctive (F) vs question tags and contractions).	which, where, when, whose, that or with and applied but omitted relative pronoun.	concisely		concisely
Text	<ul style="list-style-type: none"> use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis 	<ul style="list-style-type: none"> use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis 	<ul style="list-style-type: none"> use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text 	<ul style="list-style-type: none"> use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis use of ellipsis to create suspense 	<ul style="list-style-type: none"> use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis use of ellipsis to create suspense 	<ul style="list-style-type: none"> use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis use of ellipsis to create suspense
Punctuation	<ul style="list-style-type: none"> use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> punctuate bullet points consistently use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use commas confidently to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas confidently to indicate parenthesis. use a colon to introduce a list use semicolons within lists use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use brackets, dashes or commas confidently to indicate parenthesis. use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use brackets, dashes or commas confidently to indicate parenthesis. use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use brackets, dashes or commas confidently to indicate parenthesis. use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing
Terminology for pupils to use and understand	subject, object, synonym, antonym, hyphen, colon, semi-colon, bullet points, active, passive, ellipsis. (all taught in Autumn 1 and revisited regularly)					
Sentence types introduced	<i>Revisited from previous years:</i> <i>Adverbial openers</i> <i>Adjective openers</i> <i>Noun openers</i> <i>Verb openers -ing and -ed</i> <i>Adj; same adj.</i> <i>De:de</i> <i>Double ly</i>	3 bad-dash question Some; others Outside, inside Paired conjunction (PC) The question is: If, if, if, then De:de		When, when, when, then Cause – consequence. Name – adjective pair – sentence. Sound! clause Action as if With an action, more action Short sentences The more the more De:de Adverbial openers Adjective openers Noun openers	<i>When, when, when, then</i> <i>Cause – consequence.</i> <i>Name – adjective pair – sentence.</i> <i>Sound! clause</i> <i>Action as if</i> <i>With an action, more action</i> <i>Short sentences</i> The more the more De:de Adverbial openers Adjective openers Noun openers	

<p>Statutory word list Y5/6</p>		<p>accommodate government environment apparent conscience desperate disastrous equipped explanation guarantee government identity immediate necessary occupy opportunity parliament persuade privilege prejudice progressions, recognise, recommend sacrifice sincerely suggest, sufficient temperature thorough vehicle</p>	<p>aggressive ancient apparent appreciate attached available awkward bruise cemetery conscious curiosity determined desperate disastrous familiar immediate necessary physical sacrifice</p>	<p>ancient apparent appreciate attached available awkward bruise cemetery conscious curiosity determined desperate disastrous familiar familiar mischievous necessary nuisance physical recognise shoulder variety</p>	<p>aggressive ancient awkward bruise cemetery conscious curiosity determined desperate disastrous familiar immediate individual mischievous nuisance physical shoulder</p>	<p>aggressive ancient apparent appreciate attached awkward bruise cemetery conscious curiosity determined desperate disastrous familiar immediate mischievous necessary recognise shoulder thorough</p>
<p>Statutory word list Year 3/4</p>	<p>describe different early experience fruit imagine natural</p>	<p>believe breath breathe build consider decide disappear enough extreme medicine position thought</p>	<p>Accident Appear Caught continue Century decide different difficult disappear early enough experience extreme famous forwards heard heart history imagine important ordinary promise probably separate women</p>	<p>Accident (ally) Arrive Breath Breathe Century decide different early enough extreme heard heart history ordinary promise probably question recent remember special surprise thought</p>	<p>Accident (ally) Arrive Breath Breathe decide early extreme heard heart ordinary promise probably question recent remember surprise thought</p>	<p>Accident (ally) Arrive Breath Breathe decide early extreme heard heart ordinary promise probably question recent remember surprise thought</p>

Rules to revisit	Adding suffixes ful, ing and ed. Changing y to ies as you pluralise Changing f to ves as you pluralise.					
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***Bold objectives indicate new learning.** Non-bold objectives indicate an opportunity to revisit, apply or consolidate previously taught skills.