

Newington Green Primary School Curriculum Map



| Year 6 | Autumn 1: Writing to entertain | |
|-------------------------|--|--|
| | World War II | |
| Core Text | The Boy in the Striped Pyjamas (John Boyne) | |
| Text Type | Diary | Narrative |
| Suggested Hook | Visit to the Jewish Museum | Watching clips from the film |
| Writing Skills to Teach | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Describing the atmosphere effectively • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Choosing an appropriate verb tense and maintaining it consistently • Using fronted adverbials and punctuating them correctly • Including words from the 3/4 & 5/6 wordlist | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Choosing an appropriate verb tense and maintaining it consistently • Describing setting, characters and atmosphere effectively • Punctuating dialogue correctly • Using fronted adverbials and punctuating them correctly • Including words from the 3/4 & 5/6 wordlist |
| Skills to Consolidate | <ul style="list-style-type: none"> • Using the past/ present tense/ future tense accurately in a piece of writing • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple <u>in</u> the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Using words from the Y3/4 wordlist | <ul style="list-style-type: none"> • Using the past/ present tense/ future tense accurately in a piece of writing • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple <u>in</u> the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Using inverted commas • Using words from the Y3/4 wordlist |
| Final Written Outcome | Writing a diary entry in role as Bruno on the day he leaves home | 3 rd person narrative written about Shmuel and his family |
| Audience & Purpose | Children to perform their diary aloud to the class | Published on the computer |
| Independent Writing | Writing a letter in role as Gretel to her Grandma | |

Newington Green Primary School Curriculum Map



| Year 6 | Autumn 2: Writing to entertain/inform | |
|-------------------------|---|--|
| | Migration | |
| Core Text | Anne Frank – Abridged version (Josephine Poole & Angela Barrett) | The Arrival (Shaun Tan) |
| Text Type | Biography | Narrative |
| Suggested Hook | Using quotes from Anne Frank's diary, the children can create an outline of a body using facts they have deduced about her character | Migration role play and games e.g. children are forced to evacuate the classroom quickly and complete challenges |
| Writing Skills to Teach | <ul style="list-style-type: none"> Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text Organising their writing into paragraphs around a theme Creating cohesion within and across paragraphs Using organisational devices e.g. headings and sub-headings and bullet points Choosing an appropriate verb tense and maintaining it consistently Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks Using fronted adverbials and punctuating them correctly Including words from the 3/4 & 5/6 wordlist Using sentences in the passive voice Using standard English verb forms in their writing | <ul style="list-style-type: none"> Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text Organising their writing into paragraphs around a theme Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks Choosing an appropriate verb tense and maintaining it consistently Describing setting, characters and atmosphere effectively Using dialogue to convey a character's personality and to develop the action Describing characters and action using the '<u>show, don't tell</u>' technique Punctuating dialogue correctly Using fronted adverbials and punctuating them correctly Including words from the 3/4 & 5/6 wordlist |
| Skills to Consolidate | <ul style="list-style-type: none"> Using the past tense accurately in a piece of writing Using commas for lists Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals Using words from the Y3/4 wordlist | <ul style="list-style-type: none"> Using the past tense accurately in a piece of writing Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple <u>in</u> the brown wicker basket Using commas for lists and apostrophes for contractions correctly Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals Using words from the Y3/4 wordlist |
| Final Written Outcome | Biography of Anne Frank | Narrative: Retell the story of 'The Arrival' |
| Audience & Purpose | To be presented on the English display | Publish the stories as little books for the Y5 book corner |
| Independent Writing | Diary entry from the perspective of someone involved in ww2 e.g. Oskar Schindler, Sam King, Joe Louis, Winston Churchill, Odette Sansom | |

Newington Green Primary School Curriculum Map



| Year 6 | Spring 1: Writing to discuss | | |
|--------------------------------|---|--|---|
| Core Text | Tudors | | |
| Text Type | Romeo & Juliet (William Shakespeare & Andrew Matthews) | | |
| Suggested Hook | Eulogy | Oral debate | Discursive Writing (Balanced argument) |
| Writing Skills to Teach | <p>Watch the fight scene from the film</p> <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Using standard English verb forms in their writing • Describing setting, characters and atmosphere effectively • Using modal verbs • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists • Including words from the 5/6 wordlist | <p>Teachers perform a mock debate in front of the class</p> <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs (PEE) • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Describing setting, characters and atmosphere effectively • Using modal verbs • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists • Including words from the 5/6 wordlist | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs (PEE) • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Describing setting, characters and atmosphere effectively • Using modal verbs • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists • Including words from the 5/6 wordlist |
| Skills to Consolidate | <ul style="list-style-type: none"> • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple in the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist | <ul style="list-style-type: none"> • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple in the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist | <ul style="list-style-type: none"> • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist |
| Final Written Outcome | Eulogy for Mercutio by Romeo | Write a persuasive argument explaining who is responsible for Romeo and Juliet's death | Write a balanced argument [Who is responsible for the death of Romeo & Juliet?] |
| Audience & Purpose | Children to perform their speech aloud to the class | Children from each class to debate against each other. [CTs and Eng. leader to judge] | |
| Independent Writing | Write a newspaper report recounting Mercutio's death | | |

Newington Green Primary School Curriculum Map



| Year 6 | Spring 2: Writing to inform | |
|-------------------------|--|--|
| | Spanish | |
| Core Text | Non Fiction books on the Tudors & Spain (IELS) | |
| Text Type | Newspaper Report | Persuasive Letter |
| Suggested Hook | Visit to the National Portrait Gallery | |
| Writing Skills to Teach | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Using standard English verb forms in their writing • Describing setting, characters and atmosphere effectively • Choosing grammatical structures that reflect the speech of different characters • Describing characters and action using the '<u>show, don't tell</u>' technique • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists Including words from the 5/6 wordlist | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Using standard English verb forms in their writing • Describing setting, characters and atmosphere effectively • Using modal verbs • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists Including words from the 5/6 wordlist |
| Skills to Consolidate | <ul style="list-style-type: none"> • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple in the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist | <ul style="list-style-type: none"> • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple in the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist |
| Final Written Outcome | Newspaper Report on the Spanish Armada | Persuasive Letter to ban bull fighting |
| Audience & Purpose | Display as a whole class newspaper | Send to the Spanish ambassador |
| Independent Writing | Moderation Task: Non-fiction writing linked to their visit to the NPG e.g. persuasive leaflet encouraging schools to organise visits, factual description of portraits they viewed at the museum | |

Newington Green Primary School Curriculum Map



| Year 6 | Summer 1: Writing to entertain | |
|-------------------------|---|---|
| | Woman's Equality | |
| Core Text | The Unforgotten Coat (Frank Cottrell Boyce) | |
| Text Type | Character description | Short story |
| Suggested Hook | Children create a memory box and share a story that will always remind them of their time at NGPS | |
| Writing Skills to Teach | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Using standard English verb forms in their writing • Describing setting, characters and atmosphere effectively • Using modal verbs • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists and to mark the boundary between two independent clauses • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists and to mark the boundary between two independent clauses • Using dashes for parenthesis • Using hyphenated words to avoid ambiguity • Varying the position of subordinate clauses within a sentence • Including words from the 5/6 wordlist | <ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Organising their writing into paragraphs around a theme • Creating cohesion within and across paragraphs • Using organisational devices e.g. headings and sub-headings and bullet points • Choosing an appropriate verb tense and maintaining it consistently • Using standard English verb forms in their writing • Describing setting, characters and atmosphere effectively • Using modal verbs • Using time, place and person fronted adverbials • Using brackets and/or commas for parenthesis • Using colons to introduce lists and to mark the boundary between two independent clauses • Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists and to mark the boundary between two independent clauses • Using dashes for parenthesis • Using hyphenated words to avoid ambiguity • Varying the position of subordinate clauses within a sentence • Including words from the 5/6 wordlist |
| Skills to Consolidate | <ul style="list-style-type: none"> • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple in the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist | <ul style="list-style-type: none"> • Using expanded noun phrases expanded with a preposition e.g. the juicy, red apple in the brown wicker basket • Using commas for lists and apostrophes for contractions correctly • Using possessive apostrophes with regular (girls' ball) and irregular (children's ball) plurals • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using words from the Y3/4 wordlist |
| Audience & Purpose | Children write a description of the mysterious demon that is chasing them | 1 st person narrative: Children write about when Chingis and Nergui first arrive from the boys point of view |
| Independent Writing | Moderation Task: Writing Linked to learning in humanities | Moderation Task: Writing linked to science learning |