

English Writing Genre Map – Year 6

Y6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Writing Units</u>	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1
	<u>Fiction</u> Persuasive letter Setting and character description (Alone on a Wide Wide Sea)	Narrative and Dialogue (Shackleton’s Journey)	<u>Non-Fiction</u> Reports (Ancient Egypt)	SATS boosters Fiction Radio advert and narrative (Holes) Non-Fiction Non-chron report (Octopus)	<u>Fiction</u> <u>The Promise</u> (Dialogue and narrative) SATS boosters	<u>Non-Fiction</u> Explanation text
	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
		<u>Power of Reading</u> Descriptive writing (The Rabbits)	Fiction Formal and informal letter (Holes)	SATS boosters – grammar application activities	Fiction Extended Narrative (Alma)	<u>Power of Reading</u> Poetry text
	Word	Sentence	Text	Punctuation	Terminology	
	The difference between vocabulary typical of informal speech and that appropriate for formal speech and writing (eg. <i>find out/discover; ask for/request; go in/enter</i>). How words are related by meaning as synonyms and antonyms (eg. <i>big, large, little</i>).	Use of the passive to affect the presentation of information in a sentence (eg. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg. the use of question tags : <i>He’s your friend, isn’t he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (eg. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipses . Layout devices (eg. <i>headings, sub-headings, columns, bullets, or tables</i> , to structure text).	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (eg. <i>It’s raining; I’m fed up</i>) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (eg. <i>man eating shark</i> versus <i>man-eating shark, recover</i> versus <i>re-cover</i>)	Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points	

Skills

- Secure independent use of planning tools
- Use 5-part story structure
- Include suspense, cliff hangers, flashbacks/forwards
- Start story at any of the 5 points