**English Writing Genre Map – Year 6 2025-2026**

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| **Y6** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Writing Units** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** |
| **Fiction**Character DescriptionDiary (Alone on a Wide Wide Sea) | **Non-Fiction**Reports*(WW2)***Non-Fiction**Instruction writing *(WW2)* |  **Fiction**(The Promise)*Dialogue**Alternative ending with dialogue***Fiction***(Alma)* Narrative *with setting description* | **Fiction** Holes Character description with dialogue  | **SATS boosters** | **Fiction**Shackleton’s journey biography Dialogue  |
| **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** |
| **Fiction** Persuasive letter Setting description (Alone on a Wide Wide Sea)  | **Fiction** (Haunted house) Suspense writing  | **Fiction** (Holes) Radio advert   | **Non-Fiction***Non-chron report**(Octopus)* | **Non-Fiction**Balanced argument *(SATs Debate)* | **Power of Reading****Poetry text****Power of Reading** *The rabbits* Poetry unit  |
|  | **Word** | **Sentence** | **Text** | **Punctuation** | **Terminology** |
| **Grammar** | The **difference** between **vocabulary** typical of **informal speech** and that appropriate for **formal speech and writing** (eg. *find out/discover; ask for/request; go in/enter).*How words are related by meaning as **synonyms** and **antonyms** (eg. *big, large, little).* | Use of the **passive** to affect the presentation of information in a **sentence** (eg. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me*)).The difference between **structures** typical of **informal speech** and **structures** appropriate for **formal speech and writing** (eg. the use of **question tags:** *He’s your friend, isn’t he?,* or the use of **subjunctive forms** such as *If I were* or *Were they* *to come* 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 *on the other hand, in contrast,* or *as a consequence*), and **ellipses**.**Layout devices** (eg. *headings, sub-headings, columns, bullets,* or *tables*, to structure text). | Use of the **semi-colon, colon** and **dash** to mark the boundary between independent **clauses** (eg. *It’s raining; I’m fed up*)Use of the **colon** to introduce a list and use of **semi-colons** within listsPunctuation of **bullet points** to list information.How **hyphens** can be used to **avoid ambiguity** (eg. *man eating shark* versus *man-eating shark, recover* versus *re-cover)* | 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
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