**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 Description  Diary  (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 lists  Punctuation 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 | | | | | | | | | |