

### English High Quality Texts and Writing Skills Map – Year 6

Autumn 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Geography – North America	Transition text	Skellig by David Almond	Moth by Isabel Thomas		Skellig by
Science – Evolution and		SKELLIG Dexid Humand	Moth Moth		David Almond
Inheritance			Are Enhances Soly		SKELLIG David Filmer
Grammar	Sounds Write/Twinkl PlanIt Y6	Sounds Write/Twinkl Planlt Y6	Sounds Write/Twinkl PlanIt Y6 Term		
Punctuation	Term 1a. Statutory spelling	Term 1a. Statutory spelling words.	1a. Statutory spelling words. Use a		
Spelling	words.	Use a rich vocabulary and an	rich vocabulary and an increasing		
	Revision of Y5 learning; sentence	increasing range of sentence	range of sentence structures,		
	work, paragraphs, vocabulary.	structures, including moving adverbials and conjunctions within	including moving adverbials and conjunctions within a sentence and		
		a sentence and the accurate use of	the use of relative clauses. Vary		
		relative clauses. Vary sentence	sentence openers with fronted		
		openers with fronted adverbials	adverbials and use modal verbs for		
		and use modal verbs for deliberate	deliberate degrees of possibility. Use		
		degrees of possibility. Use	rhetorical questions accurately and		
		rhetorical questions accurately and	with correct punctuation. Use		
		with correct punctuation. Use	commas to clarify meaning and to		
		commas to clarify meaning and to	avoid ambiguity. Choose nouns and		
		avoid ambiguity. Choose nouns	pronouns appropriately to aid		
		and pronouns appropriately to aid	cohesion and avoid repetition. Use a		
		cohesion and avoid repetition. Use	variety of parentheses – brackets,		
		direct and reported speech	dashes and commas. Identify and		
		accurately in a variety of positions	understand determiners.		
		in a sentence. Use a variety of			
		parentheses – brackets, dashes			
		and commas. Identify and			
		understand determiners.			



<b>a</b>					
Composition	Demonstrate an understanding	Make accurate choices for	Write a non-fiction piece using ideas		
	of purpose and audience.	organisation and to deliberately	and structure from reading and		
		engage the audience. Describe	modelled examples. Plan writing by		
		settings, characters and	recording ideas and key vocabulary.		
		atmosphere with carefully chosen	Create genre-specific layout devices		
		vocabulary to enhance mood,	showing an awareness of the reader.		
		clarify meaning and create pace.	Consistently organise paragraphs		
		Use dialogue to convey a	around a theme. Gather, grade and		
		character and to advance the	use new vocabulary from reading.		
		action. Use synonyms and	To use the correct tense throughout.		
		antonyms effectively.	To read aloud what they have		
		Read aloud with appropriate	written with appropriate intonation,		
		intonation, tone and volume so	tone and volume to make the		
		meaning is clear. Proofread, revise	meaning clear. Proofread, revise and		
		and edit work. Use Standard	edit work. Use Standard English.		
		English.			
Handwriting		· · ·	lear about what standard of handwriting	is appropriate for a particular task.	To confidently
	use diagonal and horizontal stroke	and the stand of the state			
	use diagonal and nonzontal stroke	s throughout their writing.			<u>.</u>
Outcome	use diagonal and nonzontal stroke	s throughout their writing. Narrative; character description	Non-fiction; explanation		
Outcome	use diagonal and nonzontal stroke		Non-fiction; explanation		
Outcome Autumn 2	Text/Stimulus		Non-fiction; explanation Text/Stimulus	Text/Stimulus	Suggested
		Narrative; character description		Text/Stimulus	
Autumn 2	Text/Stimulus	Narrative; character description Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
	Text/Stimulus Remembrance Project: Letters	Narrative; character description Text/Stimulus Remembrance Project: Letters	Text/Stimulus Dulce et Decorum Est by Wilfred	Text/Stimulus	
Autumn 2 History – World	Text/Stimulus Remembrance Project: Letters from the Lighthouse by	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma	Text/Stimulus	Text/Stimulus	class reads
Autumn 2 History – World	Text/Stimulus Remembrance Project: Letters	Narrative; character description Text/Stimulus Remembrance Project: Letters	Text/Stimulus Dulce et Decorum Est by Wilfred Owen	Text/Stimulus	class reads
<b>Autumn 2</b> History – World War 2	Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Text/Stimulus Dulce et Decorum Est by Wilfred	Text/Stimulus	class reads Letters from a Lighthouse by
Autumn 2 History – World War 2 Science –	Text/Stimulus Remembrance Project: Letters from the Lighthouse by	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma	Text/Stimulus Dulce et Decorum Est by Wilfred Owen	Text/Stimulus	class reads Letters from a Lighthouse by
Autumn 2 History – World War 2 Science –	Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Text/Stimulus Dulce et Decorum Est by Wilfred Owen	Text/Stimulus	class reads Letters from a Lighthouse by Emma Carroll
Autumn 2 History – World War 2 Science –	Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Text/Stimulus Dulce et Decorum Est by Wilfred Owen	Text/Stimulus	class reads Letters from a Lighthouse by
Autumn 2 History – World War 2 Science – Electricity	Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Text/Stimulus Dulce et Decorum Est by Wilfred Owen	Text/Stimulus	class reads Letters from a Lighthouse by Emma Carroll
Autumn 2 History – World War 2 Science – Electricity Grammar	Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Text/Stimulus         Dulce et Decorum Est by Wilfred         Owen         Wilfred Oven         Dulce         Sounds Write/Twinkl Planlt Y6 Term	Text/Stimulus	class reads Letters from a Lighthouse by Emma Carroll
Autumn 2 History – World War 2 Science – Electricity	Text/Stimulus           Remembrance Project: Letters           from the Lighthouse by           Emma Carroll           Emme Carroll           Sounds Write/Twinkl PlanIt Y6           Term 1b. Statutory spelling	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll Carroll Sounds Write/Twinkl Planlt Y6 Term 1b. Statutory spelling words.	Text/Stimulus         Dulce et Decorum Est by Wilfred         Owen       Owen         Dulce et Decorum Est by Wilfred       Owen         Sounds Write/Twinkl Planlt Y6 Term       1b. Statutory spelling words. Use a	Text/Stimulus	class reads Letters from a Lighthouse by Emma Carroll
Autumn 2 History – World War 2 Science – Electricity Grammar	Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Narrative; character description Text/Stimulus Remembrance Project: Letters from the Lighthouse by Emma Carroll	Text/Stimulus         Dulce et Decorum Est by Wilfred         Owen         Wilfred Oven         Dulce         Sounds Write/Twinkl Planlt Y6 Term	Text/Stimulus	class reads Letters from a Lighthouse by Emma Carroll



appropriate intonation, tone and volume so meaning is clear.appropriate intonation, tone and volume so meaning is clear.tone and volume so meaning is clear. Habitually proofread, reviseHabitually proofread, revise andHabitually proofread, revise and revise andand edit work. Use Standard English.
--



Outcome	Narrative; letter	Non-fiction; instructions	Poem			
Spring 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
History – The Tudors Science – Animals; including humans Grammar	The Water Tower by Gary Crew	Eyewitness Tudors				Hercules by Tom Vaughan
Grammar Punctuation Spelling	Term 2a. Statutory spelling words. Use a rich vocabulary and a range of sentence structures, using adverbials, conjunctions and the accurate use of relative clauses. Vary sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use a variety of parentheses – brackets, dashes and commas. Practise using a semi-colon and a colon accurately. Use reported speech correctly. Write in the correct tense throughout.	Term 2a. Statutory spelling words. Use a rich vocabulary and a range of sentence structures, using adverbials, conjunctions and the accurate use of relative clauses. Vary sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use a variety of parentheses – brackets, dashes and commas. Use a semi-colon and a colon accurately. Write in the correct tense throughout.				



Composition	Note down and develop original ideas, drawing on reading and research where necessary. Use a wide range of devices to build cohesion within and across paragraphs. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Choose the appropriate level of formality for the genre. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work. Use Standard English.	Note down and develop original ideas, heavily drawing on reading and research. Use organisational and presentational devices to structure text and to guide the reader. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Choose the appropriate level of formality for the genre. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work. Use Standard English.				
Handwriting	Recognise colloquialisms. To write legibly, fluently and with ir To recognise when to use an unjoir	<u> </u>	 plement best suited to the task. To confi	idently use diagonal and horizont	al joining strokes.	
Handwriting Outcome	To write legibly, fluently and with ir To recognise when to use an unjoin Non-fiction/fiction; report	ned style. Non-fiction; double page fact file				
	To write legibly, fluently and with ir To recognise when to use an unjoin	ned style.	plement best suited to the task. To confi Text/Stimulus	idently use diagonal and horizont Text/Stimulus	Sugg	lested reads
Outcome	To write legibly, fluently and with ir To recognise when to use an unjoin Non-fiction/fiction; report	ned style. Non-fiction; double page fact file			Sugg class Holes b Sac	<b>reads</b> by Louis thar



		Vary sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use first and second person. Use a variety of parentheses – brackets, dashes and commas. Practise using a semi-colon and a colon accurately. Write in the correct tense throughout. Practise subjunctive verb form.	sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use a variety of parentheses – brackets, dashes and commas. Use a semi- colon and a colon accurately. Write in the correct tense throughout.		
Composition	Continue to embed Y6 objectives.	Note down and develop original ideas, heavily drawing on reading and research. Use organisational and presentational devices to structure text and to guide the reader. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Use A RED FOREST (Alliteration, Rhetoric, Emotive language, Direct address, Facts and figures, Opinions, Repetition, Exaggeration, Stats and Triples devices. Choose the appropriate level of formality for the genre. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work.	Note down and develop original ideas, drawing on reading and research where necessary. Use a wide range of devices to build cohesion within and across paragraphs. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Choose the appropriate level of formality for the genre. Use synonyms and antonyms effectively. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work. Use Standard English. Recognise colloquialisms; use appropriately.		



Handwriting			plement best suited to the task. To confid	dently use diagonal and horizontal joining strokes.	-
Outcome	To recognise when to use an unjoin	ned style. Non-fiction; writing to persuade	Narrative; alternative perspective		4
Outcome				T. (60)	
Summer 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Geography – Using Maps; 6 fig grid references	Macbeth by Shakespeare	Room 13 by Robert Swindells	Cicada by Shaun Tan		Room 13 by Robert Swindells
Grammar Punctuation Spelling	Sounds Write/Twinkl PlanIt Y6 Term 3a. Statutory spelling words. Use a rich vocabulary and a range of sentence structures, using adverbials, conjunctions and the accurate use of relative clauses. Vary sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use a variety of parentheses – brackets, dashes and commas. Use a semi- colon and a colon accurately. Write in the correct tense throughout. Focus on reported	Sounds Write/Twinkl PlanIt Y6 Term 3a. Statutory spelling words. Use a rich vocabulary and a range of sentence structures, using adverbials, conjunctions and the accurate use of relative clauses. Vary sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use a variety of parentheses – brackets, dashes and commas. Use a semi-colon and a colon accurately. Write in the correct tense throughout.	Sounds Write/Twinkl PlanIt Y6 Term 3a. Statutory spelling words. Use a rich vocabulary and a range of sentence structures, using adverbials, conjunctions and the accurate use of relative clauses. Vary sentence openers with fronted adverbials and use modal verbs for deliberate degrees of possibility. Use commas to clarify meaning and to avoid ambiguity. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use first and second person. Use the active and passive voice. Use a variety of parentheses – brackets, dashes and commas. Practise using a semi-colon and a colon accurately. Write in the correct tense		ROBERT SWINDELLS ROOH 13



Composition	and direct speech with accurate punctuation. Note down and develop original ideas, drawing on reading and research where necessary. Use a wide range of devices to build cohesion within and across paragraphs. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Choose the appropriate level of formality for the genre. Use synonyms and antonyms effectively. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work. Use Standard English. Recognise colloquialisms; use appropriately.	Note down and develop original ideas, drawing on reading and research where necessary. Use a wide range of devices to build cohesion within and across paragraphs. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Choose the appropriate level of formality for the genre. Use synonyms and antonyms effectively. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work. Use Standard English. Recognise colloquialisms; use appropriately.	throughout. Use the subjunctive verb form. Note down and develop original ideas, drawing on reading and research where necessary. Use organisational and presentational devices to structure text and to guide the reader. Choose, change and revise vocabulary and grammar to enhance effects and clarify meaning. Use A RED FOREST (Alliteration, Rhetoric, Emotive language, Direct address, Facts and figures, Opinions, Repetition, Exaggeration, Stats and Triples devices. Choose the appropriate level of formality for the genre. Read aloud with appropriate intonation, tone and volume so meaning is clear. Habitually proofread, revise and edit work. Use Standard English. Recognise colloquialisms; use		
Handwriting	To write legibly, fluently and with in To recognise when to use an unjoir		appropriately. plement best suited to the task. To confi	dently use diagonal and horizontal jo	ining strokes.
Outcome	Narrative; dialogue	Narrative; recount	Non-fiction; writing to persuade		
Summer 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
History – Maya Science – Living Things and their Habitat	Alma (short film)	The Final Year by Matt Goodfelllow			<b>The Final</b> <b>Year</b> by Matt Goodfelllow



Grammar	Sounds Write/Twinkl PlanIt Y6	Sounds Write/Twinkl PlanIt Y6	THE
Punctuation	Term 3b. Statutory spelling	Term 3b. Statutory spelling words.	FINAL
Spelling	words. Use a rich vocabulary and	Use a rich vocabulary and a variety	TEAR
spening	a range of sentence structures,	of figurative language such as	2.00
	using adverbials, conjunctions	similes, metaphors, personification,	
	and the accurate use of relative	oxymorons and hyperbole. Vary	
	clauses. Vary sentence openers	5 51 5	
	with fronted adverbials and use	sentence openers with fronted	
	modal verbs for deliberate	adverbials and use modal verbs	
	degrees of possibility. Use	for deliberate degrees of	
	commas to clarify meaning and	possibility. Use commas to clarify	
	to avoid ambiguity. Choose	meaning and to avoid ambiguity.	
	nouns and pronouns	Choose nouns and pronouns	
	appropriately to aid cohesion	appropriately to aid cohesion and	
	and avoid repetition. Use a	avoid repetition. Use a variety of	
	variety of parentheses – brackets,	parentheses – brackets, dashes	
	dashes and commas. Use a semi-	and commas. Begin to understand	
	colon and a colon accurately.	how to use a semi-colon. Use	
	Write in the correct tense	hyphenated words correctly. Write	
	throughout. Use	in the correct tense throughout.	
Composition	Note down and develop original	Note down and develop original	
	ideas, drawing on reading and	ideas, drawing on reading and	
	research where necessary. Use a	research where necessary. Use a	
	wide range of devices to build	wide range of devices to build	
	cohesion within and across	cohesion within and across	
	paragraphs. Choose, change and	stanzas. Choose, change and	
	revise vocabulary and grammar	revise vocabulary and grammar to	
	to enhance effects and clarify	enhance effects and clarify	
	meaning. Choose the	meaning. Use synonyms and	
	appropriate level of formality for	antonyms effectively. Choose the	
	the genre. Use synonyms and	appropriate level of formality for	
	antonyms effectively. Read aloud	the genre. Read aloud with	
	with appropriate intonation, tone	appropriate intonation, tone and	
	and volume so meaning is clear.	volume so meaning is clear.	



	Habitually proofread, revise and edit work. Use Standard English. Recognise colloquialisms; use appropriately.	Habitually proofread, revise and edit work. Use Standard English. Recognise colloquialisms.			
Handwriting			plement best suited to the task. To conf	idently use diagonal and horizontal j	oining strokes.
	To recognise when to use an unjoin		1		
Outcome	Narrative; recount	Poem; extended verse			
Poetry Spine	Person for Chaldren .	LAR AND THE CONSTRUCT OF CONSTR			
	Rhyme/poem of the week from: Co	ollected Poems for Children, Poem	ns for Children by Ted Hughes, The N	Norks KS2 by Pir Corbett, Poems	by Carol Ann Duf

Narrative / Fiction writing
Non-fiction writing
Poetry