



# Rotherfield Primary School Curriculum Map

Year 6	Migration Autumn 1: Writing to entertain		
Core Text	The Boy in the Striped Pyjamas (John Boyne)		
Writing Genre	Diary	Letter	Diary
Hook	Hot seating as Bruno	Chn receive a mysterious letter from Grandma which they respond to	Watch the Boy in the Striped Pyjamas film
Writing Target Focus (KS2 interim framework)	<p>A: Write (effectively) for a range of purposes (to entertain)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (and atmosphere)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (mostly) correctly</p> <p>F: Spelling words (mostly) correctly from Y3/Y4 spelling list</p> <p>F: Spell (some) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (first person for diary)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p>	<p>A: Write (effectively) for a range of purposes (to entertain)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (and atmosphere)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (mostly) correctly</p> <p>F: Spelling words (mostly) correctly from Y3/Y4 spelling list</p> <p>F: Spell (some) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (formal tone in letter to Grandma)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p>	<p>A: Write (effectively) for a range of purposes (to entertain)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (and atmosphere)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (mostly) correctly</p> <p>F: Spelling words (mostly) correctly from Y3/Y4 spelling list</p> <p>F: Spell (some) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (first person for diary)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p>
Independent Application	Writing a <b>diary</b> entry in role as Bruno the day he leaves home	Writing a <b>letter</b> in role as Bruno	Writing a <b>diary</b> entry as Schmuel
Audience & Purpose	Published alongside images from the film to be presented on the Writing display	Share letters with other Y6 class	Published on laptops
Curriculum Links	Y6 Trip to HMS Belfast – letter home from a soldier in WW2 (Topic)		

# Rotherfield Primary School Curriculum Map



Year 6	Migration Autumn 2: Writing to inform and entertain		
Core Text	Goodnight Mr Tom (Michelle Magorian)		
Writing Genre	Information (NF)	Setting Description (1 week)	Narrative
Hook	Role play evacuation	Structured argument, which is better?	Watch GMT film
Writing Target Focus (KS2 interim framework)	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to inform</i>)</p> <p>B: Use paragraphs to organise ideas</p> <p>D: In non-narrative writing, use headings, subheadings and bullet points to structure writing and support the reader</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to inform</i>)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p>	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to inform, to entertain</i>)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to describe</i>)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p>	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to entertain</i>)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (<i>and atmosphere</i>)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to entertain</i>)</p> <p>J: Integrate dialogue into narratives to convey character and advance the action</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>R: Distinguish between the language of speech and writing and choose the appropriate register</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>
Independent Application	Writing an <b>information text</b> about The Blitz and evacuation	Writing a comparative <b>setting description</b> : City vs Countryside	<b>Narrative</b> : retelling the story of GMT
Audience & Purpose	Share with Y2 (also have a Blitz topic Summer term)	Follow up structured argument, has anybody changed sides?	Email top three narratives to author's agent (rosie@rcwlitagency.com)
Curriculum Links	Now Press Play links (Computing)		

# Rotherfield Primary School Curriculum Map

Year 6	Tudors Spring 1: Writing to persuade and describe		
Core Text	Non-fiction Tudor texts, Horrible Histories		
Writing Genre	Narrative retell – The Piano (WW2) Character description	Non-fiction	Letter
Hook	<i>The Piano clip on Literacy Shed, introducing only music first</i>	<i>Gory research into Tudor history</i>	<i>Conscience alley, for and against</i>
Writing Target Focus (KS2 interim framework)	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to entertain</i>) drawing independently on what they have read as models for their writing (<i>literary language, characterisation, structure</i>)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (<i>and atmosphere</i>)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to entertain</i>)</p> <p>J: Integrate dialogue into narratives to convey character and advance the action</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>R: Distinguish between the language of speech and writing and choose the appropriate register</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to persuade</i>) drawing independently on what they have read as models for their writing (<i>literary language, characterisation, structure</i>)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (<i>atmosphere</i>)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to persuade</i>)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>Q: Write effectively for a range of purposes and audiences, drawing independently on what they have read as models for their writing (<i>literary language, characterisation, structure</i>)</p>	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to entertain</i>) drawing independently on what they have read as models for their writing (<i>literary language, characterisation, structure</i>)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (<i>and atmosphere</i>)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to entertain</i>)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>
Independent Application	<p>Writing a <b>character description</b> comparing Macbeth and The Witches</p> <p><b>Narrative:</b> retell the story of The Piano</p>	Non chronological report, gruesome details focus	Balanced argument regarding screen time
Audience & Purpose	<p><i>Published on laptops</i></p> <p><i>Share descriptions with other Y6 class</i></p>	<i>English lead to decide which writing is most persuasive (prize)</i>	Abi, Executive Head
Curriculum Links	Tudors (History)		

# Rotherfield Primary School Curriculum Map



Year 6	Spain Spring 2: Writing to inform and persuade		
Core Text	IELS texts and artifacts		
Writing Genre	Narrative	Persuasive Brochure (NF)	Descriptive setting
Hook	Tables of recap activities	Spanish lessons and research	Role play, see, hear, feel descriptive game
Writing Target Focus (KS2 interim framework)	<p>A: Write (effectively) for a range of purposes (to inform) drawing independently on what they have read as models for their writing (literary language, characterisation, structure)</p> <p>B: Use paragraphs to organise ideas</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (mostly) correctly</p> <p>F: Spelling words (mostly) correctly from Y3/Y4 spelling list</p> <p>F: Spell (some) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (to inform)</p> <p>J: Integrate dialogue into narratives to convey character and advance the action</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>R: Distinguish between the language of speech and writing and choose the appropriate register</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>	<p>A: Write (effectively) for a range of purposes (to inform, to entertain) drawing independently on what they have read as models for their writing (literary language, characterisation, structure)</p> <p>B: Use paragraphs to organise ideas</p> <p>D: In non-narrative writing, use headings, subheadings and bullet points to structure writing and support the reader</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (mostly) correctly</p> <p>F: Spelling words (mostly) correctly from Y3/Y4 spelling list</p> <p>F: Spell (some) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (to inform)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>	<p>A: Write (effectively) for a range of purposes (to persuade) drawing independently on what they have read as models for their writing (literary language, characterisation, structure)</p> <p>B: Use paragraphs to organise ideas</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (mostly) correctly</p> <p>F: Spelling words (mostly) correctly from Y3/Y4 spelling list</p> <p>F: Spell (some) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (persuasive language)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>
Independent Application	Writing an adventure story <b>narrative</b> based on prior knowledge of Egyptians	Writing a persuasive brochure for visiting Spain	Writing a <b>descriptive setting</b> of dream holiday destination **this may roll over into Su1 depending on timings
Audience & Purpose	Best narratives to be published in RF newsletter	Linked with Spanish lessons	Shared with partner class, guess the destination game
Curriculum Links	Spanish		



# Rotherfield Primary School Curriculum Map

Year 6	Women's Equality Summer 1: Writing to inform and entertain	
Core Text	Flexible based on gaps in Writing evidence for KS2	
Writing Genre	Newspaper report (NF)	Descriptive setting
Hook	Newspaper articles, video clips, Castaway	Spooky images, haunted houses, creepy music
Writing Target Focus (KS2 interim framework)	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to inform</i>) <i>drawing independently on what they have read as models for their writing</i> (literary language, characterisation, structure)</p> <p>B: Use paragraphs to organise ideas</p> <p>D: In non-narrative writing, use headings, subheadings and bullet points to structure writing and support the reader</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>to inform</i>)</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>	<p>A: Write (<i>effectively</i>) for a range of purposes (<i>to entertain</i>) <i>drawing independently on what they have read as models for their writing</i> (literary language, characterisation, structure)</p> <p>B: Use paragraphs to organise ideas</p> <p>C: In narratives, describe settings, character (<i>and atmosphere</i>)</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions (<i>mostly</i>) correctly</p> <p>F: Spelling words (<i>mostly</i>) correctly from Y3/Y4 spelling list</p> <p>F: Spell (<i>some</i>) words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader (<i>first person for diary</i>)</p> <p>J: Integrate dialogue into narratives to convey character and advance the action</p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>R: Distinguish between the language of speech and writing and choose the appropriate register</p> <p>S: Exercise an assured and conscious control of levels of formality</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>
Independent Application	<b>Newspaper report:</b> Matthew Bryce, 32 hours adrift at sea	Spooky descriptive setting based on haunted house image
Audience & Purpose	Put together class newspaper for reading corners	Spook Y5 with descriptions, creepy ghost tales
Curriculum Links	PSHE, Citizenship, transition	

# Rotherfield Primary School Curriculum Map



Year 6	Climate Change Summer 2:	
Core Text	Free choice (class to decide)	
Writing Genre		
Hook		
Writing Target Focus (KS2 interim framework)	<p>A: Write <i>(effectively)</i> for a range of purposes <i>(to inform)</i> drawing independently on what they have read as models for their writing (literary language, characterisation, structure)</p> <p>B: Use paragraphs to organise ideas</p> <p>D: In non-narrative writing, use headings, subheadings and bullet points to structure writing and support the reader</p> <p>E: Use capital letters, full stops, questions marks, exclamation marks, commas for list and apostrophes for contractions <i>(mostly)</i> correctly</p> <p>F: Spelling words <i>(mostly)</i> correctly from Y3/Y4 spelling list</p> <p>F: Spell <i>(some)</i> words from Y5/6 spelling list</p> <p>G: Write legibly</p> <p>H: Select language that shows good awareness of the reader <i>(to inform)</i></p> <p>K: Select vocabulary and grammar structures to reflect what the writing requires, doing this mostly appropriately</p> <p>L: Use conjunctions, adverbials of time, pronouns and synonyms to build cohesion</p> <p>M: Use verb tenses consistently and correctly throughout their writing</p> <p>T: Use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity</p>	
Independent Application		
Audience & Purpose		
Curriculum Links	SRE (PSHE), transition	