



Year 6 Curriculum Map: Summer 2021

	Summer 1	Summer 2
	<p>TEXT : Children of the King – Sonya Hartnett</p> <p>Outcome: Persuasive speech</p> <p>Composition:</p> <ul style="list-style-type: none">• To select appropriate grammar and vocabulary to convey mood and atmosphere• To sequence ideas and develop cohesion between and within paragraphs in a piece of writing• To consider a whole text for impact on the reader and make changes for improved effects• Perform own compositions <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none">• To use varied sentence structure to extend ideas and clarify• Correct use of comma to mark linked clauses• To use language choices that persuade the reader• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• To write from a biased viewpoint, considering how this will impact language choices• Cohesive devices (adverbials of time & place, pronouns, synonyms to avoid repetition)	<p>TEXT : Discussion Text – Refugee Crisis Herts unit</p> <p>Outcome: Balanced Argument</p> <p>Composition:</p> <ul style="list-style-type: none">• identify the audience and purpose• select the appropriate form• To evaluate my writing• To understand how writers use cohesive devices <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none">• To indicate degrees of possibility using modal verbs (might, should, will, must)• To use relative clauses to add information about a character or an event• To use relative clauses to provide additional information to reinforce points/arguments• Mark clauses accurately with comma• Use of colon to introduce list



	<p>TEXT : Visual & written stimuli – travel adverts & brochures</p> <p>Outcome: Mexico Travel Brochure</p> <p>Composition:</p> <ul style="list-style-type: none"> • Organisational devices (use of bullet points, headings, subheadings) • To select appropriate grammar and vocabulary to convey mood and atmosphere • To sequence ideas and develop cohesion between and within paragraphs in a piece of writing • To consider a whole text for impact on the reader and make changes for improved effects <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Figurative language (hyperbole, personification) • use semi-colons, colons or dashes to mark boundaries between independent clauses • Active/Passive voice • Use commas to clarify meaning or avoid ambiguity • Punctuate bullet points consistently 	<p>TEXT – Whole School Unit TBC</p> <p>Outcome:</p> <p>Composition:</p> <p>Vocabulary, grammar and punctuation:</p>
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