

Hadley Wood Primary School

Year 6 Genre Map 2025-202

Please note grammar coverage has been minimally listed from Spring 1 onwards to ensure adherence to the TAF. The class teacher will ensure that pupils are given opportunities to embed all the KS2 grammar denoted in the National Curriculum throughout their writing, with opportunities for redrafting, in readiness for moderation.

	Autumn 1 (7 1/2 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Humanities Topics	WW1	WW2	Renewable Energy	Fair Trade	Local Urban Area	Battle of Barnet
Book study	Romeo and Juliet	Rose Blanche	Kensuke's Kingdom Michael Morpurgo	Harry Potter and the Philosopher's Stone J.K. Rowling		
Literary Spine:	Armstice Runner Tom Palmer	Good Night Mr Tom Michelle Magorian			Tom's Midnight Garden Philippa Pearce	Skellig David Almond
Spelling	The order of spellings being taught should be adapted to the needs of the class and writing being covered e.g common exception words may be taught on a more frequent basis. WAGOLs and shared writing should cover the spelling rule being focussed on and previous learning where possible. https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf					
Genres	War Poetry (3 weeks) > How words are related by meaning as synonyms and antonyms > Figurative language > Verb prefixes e.g. dis, de, mis, over and re	WW2 Journalistic Recount on The Blitz (3 weeks) > Commas to clarify meaning and avoid ambiguity > Relative clauses beginning with who, which, where, that, when or whose >Linking ideas across paragraphs	Informal Letter to Grandma (2 weeks) > Expanded noun phrases to convey complicated information concisely	Journalistic Recount- Break in at Gringotts (2 weeks) > Use of the passive to affect how the information is presented in a sentence	Narrative – potions lesson gone wrong (3 weeks) > Integrating dialogue to convey character and advance the action	Alma – Diary 2weeks

	Shakespeare: Romeo and Juliet Monologue (3 weeks) > The difference between structures of typical informal speech and structures appropriate for formal speech > Modal verbs indicating degrees of possibility > Brackets, dashes and commas to indicate parenthesis > Linking ideas across paragraph using tense choices e.g. he had seen her before > Devices to build cohesion within a paragraph > Integrating dialogue to convey character and advance the action	Setting Description – Rose Blanche (2 weeks) > The use of a semi- colon, colon, dash to mark the boundary between independent clauses	Information text – Gibbons (2 weeks) > The use of colon to introduce a list > The use of a semi colon within lists	Persuasive Argument - Why Harry Potter should attend Hogwarts (2 weeks) > Linking ideas within and across paragraphs using a wider range of cohesive devices including adverbials of time, place and manner, repetition of words and phrases		Alma – Precis (2 weeks) > Integrating dialogue to convey character and advance the action
		Diary – Rose Blanche (2 weeks) > Linking ideas across paragraphs using a wider range of cohesive devices including adverbials > Range of KS2 punctuation including ellipsis, brackets, dashes.	Instructions – How to survive on a Desert Island (2 weeks) > hyphens to avoid ambiguity	Formal letters – Headmaster to the students (2 Weeks) > The use of subjunctive forms		Playscripts (2 Weeks) Children to write and produce scripts for the Year 6 production
Extended Writing in Wider Curriculum Books	Non-Chronological Report Heart and circulatory system - Science	Diary A night living in an Anderson Shelter - History	Non-Chronological Report How does an animal adapt to its environment? - Science	Persuasive Writing For or against buying Fair Trade products Geography	Biography The life and work of Claude Monet - Art	Advertisement – sales pitch to sell the design for their navigational tool. - Design and Technology

NB: These units may change due to the needs and interests of the cohort. In accordance with the TAF marking and Success Criteria from January will not be in the books.

The grammar noted within each unit will be focused on through both grammar teaching and modelling throughout writing. Throughout each unit a wider range of grammar will be covered within teaching and learning, as part of the writing process e.g. previously taught punctuation and grammar.

During Summer 1 the children will complete their Key Stage SATs and have a residential trip to PGL, therefore there will be less writing genres covered.

All longer units of work adhere to the national curriculum by providing pupils with opportunities to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

This is further detailed in the *Hadley Wood Approach to Writing* which can be found on the website.

