



Year 6 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and vivid features AC9E6LA09 - understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LE05 - create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices	1	In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, they will be able to: - emphasise creative writing activities with a focus on setting, character development and engaging narratives. - identify themes in imaginative texts and demonstrate an awareness of themes in writing. - experiment with embedding adjectival clauses within sentences. - plan, draft and publish all types of texts, choosing appropriate structure, language features, images, and digital resources.	Unit - All the ways to be Smart Lesson - I write because Lesson - What I DIDN'T Do On The Holidays	Unit - Compound Sentences Lesson- Giving and Receiving Feedback (choose 1 lesson)	Unit - Compound Sentences Lesson - THAMO Consecutive Adverbs in Compound Sentences	Unit - Narrative Sentence Structures Lesson - Giving and Receiving Feedback (choose 1 lesson)	Unit - Narrative Sentence Structures Unit - Narrative Sentence Structures	Unit - Narrative Sentence Structures Lesson - Giving and Receiving Feedback (choose 1 lesson)	Unit - Narrative Writing with my Two Blankets Lesson - Giving and Receiving Feedback (choose 1 lesson)	Unit - Narrative Writing with my Two Blankets Unit - Narrative Writing with my Two Blankets	Lesson - ON A WHITE BUS Complex Sentences Lesson - If, If, If, Then Sentences	Unit - Connectives Lesson 1 Lesson - The More, The More Sentences
AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LA05 - understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas	2	In Term 2, students will focus on enhancing persuasive writing skills. By the end of the term, students will: - choose text formats with appropriate structures, features, and language for persuasion. - learn to create objective, impersonal arguments and combine personal and objective arguments for persuasive effect. - develop skills in presenting arguments from one or multiple perspectives. - engage in persuasive writing tasks emphasising various persuasive techniques, and developing debating skills. - use appropriate resources as evidence for own texts; use evidence to support arguments. - vary sentence structures and lengths using simple, compound, and complex sentences for clarity and effect.	Unit - Complex Sentences Lesson - Adverbial clause detectives	Unit - Complex Sentences Lesson 2	Unit - Complex Sentences Lesson 3	Unit - PESTO Paragraphs Lesson - First Word Last Word Sentences	Unit - If, If, If, Then Sentences Lesson - The More, The More Sentences Unit - Connectives Lesson 4	Unit - Diving into Discussion Texts	Unit - Diving into Discussion Texts	Unit - Dynamite Debates	Unit - Dynamite Debates	Unit - Dynamite Debates
AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and AC9E6LA06 - understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA07 - identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LY02 - use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY07 - plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features	3	In Term 3, students will focus on enhancing informative writing skills. By the end of the term, students will: - create informative writing projects with a focus on comparison, contrast, and cause-and-effect discussions. - choose text formats to inform and engage audiences, creating factual and historical accounts with broader contextual information. - research and summarise information from several sources, experiment with non-finite verbs in adverbial clauses, and create texts using digital technologies. - research and summarise information from several sources to plan for writing. - achieve outcomes include using parentheses when abbreviating names, acknowledging sources, and selecting text formats for combined purposes. - choose text formats that serve dual purposes, crafting hybrid texts tailored to specific target audiences.	Unit - Complex Sentences Lesson- I SAW A WABUB Complex Sentences	Unit - Complex Sentences	Unit - DICE Sentences	Unit - Exploring the three Tiers of Vocabulary Connectives Lesson 3	Unit - Walking in Gagudju Country - Adjectives And Technical Language	Lesson - De Sentences Lesson - PAIRS Compare and Contrast Paragraphs	Unit - Animal Adaptations	Unit - Animal Adaptations	Unit - Animal Adaptations	Assessment/ Revision
AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and vivid features AC9E6LA03 - explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA08 - identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LE05 - create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have	4	In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - demonstrate an understanding of imagery, personification, and sound devices in songs, narratives and poetry; identify the use of language devices (including figurative language) - vary writing tasks incorporating both informative and imaginative elements with a specific emphasis on punctuation usage.	Unit - Writing Poetry with Michael Rosen	Unit - Slam Poetry	Unit - Slam Poetry	Unit - Poetry - Maxine Beneba Clarke	Unit - Poetry - Maxine Beneba Clarke	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Assessment/ Revision