



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
<p>AC9E6LY05 - 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</p> <p>AC9E6LA09 - understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue</p> <p>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</p>	1	<p>In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, they will be able to:</p> <ul style="list-style-type: none"> - 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. 	<p>Unit - All the ways to be Smart</p> <p>Lesson - I write because</p> <p>Lesson - What I DIDN'T Do On The Weekend</p>	<p>Unit - Compound Sentences</p> <p>Lesson - Giving and Receiving Feedback (choose 1 lesson)</p>	<p>Unit - Compound Sentences</p> <p>Lesson - THAMO Conjunction Adverbs in Compound Sentences</p>	<p>Unit - Narrative Sentence Structures</p> <p>Lesson - Giving and Receiving Feedback (choose 1 lesson)</p>	<p>Unit - Narrative Sentence Structures</p> <p>Lesson - Giving and Receiving Feedback (choose 1 lesson)</p>	<p>Unit - Narrative Sentence Structures</p> <p>Lesson - Giving and Receiving Feedback (choose 1 lesson)</p>	<p>Unit - Narrative Writing with my Two Blankets</p> <p>Lesson - Giving and Receiving Feedback (choose 1 lesson)</p>	<p>Unit - Narrative Writing with my Two Blankets</p> <p>Lesson - If, Then Sentences</p>	<p>Lesson - ON A WHITE BUS Complex Sentences</p>	<p>Unit - Connectives Lesson 1</p> <p>Lesson - The More, The More Sentences</p>
<p>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</p> <p>AC9E6LA05 - understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p>	2	<p>In Term 2, students will focus on enhancing persuasive writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - 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 emphasizing 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. 	<p>Unit - Complex Sentences</p> <p>Lesson - Adverbial clause detectives</p>	<p>Unit - Complex Sentences</p> <p>Lesson 2</p>	<p>Unit - Complex Sentences</p> <p>Lesson 3</p>	<p>Unit - PESTO Paragraphs</p> <p>Lesson - First Word Last Word Sentences</p>	<p>Unit - If, If, If, Then Sentences</p> <p>Lesson - The More, The More Sentences</p> <p>Unit - Connectives Lesson 4</p>	<p>Unit - Diving into Discussion Texts</p>	<p>Unit - Diving into Discussion Texts</p>	<p>Unit - Dynamite Debates</p>	<p>Unit - Dynamite Debates</p>	<p>Unit - Dynamite Debates</p>
<p>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</p> <p>AC9E6LA06 - understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups</p> <p>AC9E6LA07 - identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>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</p> <p>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</p>	3	<p>In Term 3, students will focus on enhancing informative writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - 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. 	<p>Unit - Complex Sentences</p> <p>Lesson - I SAW A WABUB Complex Sentences</p>	<p>Unit - Complex Sentences</p>	<p>Unit - DICE Sentences</p>	<p>Unit - Exploring the three Tiers of Vocabulary Connectives Lesson 3</p>	<p>Unit - Walking in Gagudju Country</p> <p>Lesson - PAIRS Compare and Contrast Paragraphs</p>	<p>Lesson - De Sentences</p>	<p>Unit - Animal Adaptations</p>	<p>Unit - Animal Adaptations</p>	<p>Unit - Animal Adaptations</p>	<p>Assessment/ Revision</p>
<p>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</p> <p>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</p> <p>AC9E6LA08 - identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>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</p>	4	<p>In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - 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. 	<p>Unit - Writing Poetry with Michael Rosen</p>	<p>Unit - Slam Poetry</p>	<p>Unit - Slam Poetry</p>	<p>Unit - Poetry - Maxine Beneba Clarke</p>	<p>Unit - Poetry - Maxine Beneba Clarke</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Assessment/ Revision</p>