



Curriculum Information

Year Six - Writing



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



A pupil following Westfield's Y6 reading curriculum...

Read
Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Increases their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Recommends books that they have read to their peers, giving reasons for their choices
Can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Retrieve
Can make comparisons within and across books
Can learn a wider range of poetry by heart
Can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Can distinguish between statements of fact and opinion
Can retrieve, record and present information from non-fiction
Can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.
Can use quotations and text references to support ideas and arguments.
Can summarise information from different points in the same text or across a range of texts.
Can combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience).
Explore – author- language and viewpoint
Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Can check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
Can ask questions to improve their understanding
Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text).
Can identify and discuss the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
Can clearly identify and explain the writer's viewpoint, making reference to the text.



Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created.
Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.
Analyse – structure and organisation
Reads books that are structured in different ways and reading for a range of purposes
Can identify and discuss themes and conventions in and across a wide range of writing
Can give detailed insight into how the structural choices support the writer’s theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).
Can discuss the range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints within a text; how a writer organises information so the reader can compare / contrast ideas).
Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)
Deduce – deduce and infer
Can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence
Can predict what might happen from details stated and implied
Can provide reasoned justifications for their views
Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).
Can securely make deductions firmly rooted in the evidence in the text.
Can identify the different layers of meaning in a text (for example, a war story, might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home).
Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character’s actions).
Is beginning to unpick and evaluate the details of the different layers of meaning in texts (pupils use language to discuss such as “This could be interpreted as...on the other hand...perhaps the writer is suggesting...one way of looking at this is that... whilst another could be...”).
Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story).
Can discuss how inferences may differ depending upon the experiences of the reader.
Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)

