

Year 6 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Promote a love of Reading There's a boy in the Girls Bathroom/ The Girl who Stole an Elephant / Nowhere Emporium				Poetry	Black History Month: Rosa Parks And The Montgomery Bus Boycott / Barack Obama Biography		
Aut 1	<u>Narrative</u> Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. Transform for GDS Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	<u>Narrative</u> Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. Transform for GDS Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	<u>Recount</u> Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog. Transform for GDS Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article	<u>Recount</u> Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog. Transform for GDS Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article	Read a range of narrative poems. Interpret poems explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, narrative and identify typical features.	<u>Biography</u> Plan, and write a Biography using pronouns correctly and maintain the correct tense throughout. Transform for GDS Change the audience for the Biography, How would style change is the biography was for young children?	<u>Non Chronological Report</u> Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. Transform For GDS Independently change the report to include managed shifts of formality, appealing to different/multiple	<u>Non Chronological Report</u> Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. Transform For GDS Independently change the report to include managed shifts of formality, appealing to different/multiple
	Immigration / Refugee / Interfaith Letters from A Lighthouse, No Ballet shoes In Syria, Once / When Hitler Stole the Pink Rabbit				Christmas The Accidental Father Christmas (Picture book)	Traditional Tales: The Highway Men (poem)		
Aut 2	<u>Narrative</u> Plan and write a story with a very distinct atmosphere –eg. suspense, panic, humour Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	<u>Narrative</u> Plan and write a story with a very distinct atmosphere –eg. suspense, panic, humour Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	<u>Remembrance Poetry</u> Explain the impact of figurative and expressive language including metaphor. Comment on poem's structures and how these influence meaning. Analyse how messages, moods, feelings and attitudes are conveyed in poetry.	<u>Narrative</u> Plan and write a story with a very distinct atmosphere –eg. suspense, panic, humour Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	<u>Letters:</u> Write a formal letter to Father Christmas. Show understanding of paragraphs, punctuation including parenthesis and formality, Year 6 Spellings, Formal tone. Transform to GDS Use wide range of co-ordinating and subordinating conjunctions, a range of sentence types, adverbials and relative clauses.	<u>Non-Fiction Choice</u> Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.	<u>Non-Fiction Choice</u> Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.	
	Chinese New Year Chinese New Year: A celebration for everyone.		Diversity and Stereotypes : Pride Month Ashes to Ashville / The Misadventures of The Family Fletcher / King and The Dragonflies					
Spring 1	<u>Explanation</u> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. Transform Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.	<u>Explanation</u> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.	<u>Narrative</u> Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. Transform for GDS Independently use a non-linear structure to show control of formality for different shifts of time.	<u>Narrative</u> Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. Transform for GDS Independently use a non-linear structure to show control of formality for different shifts of time.	<u>Recount</u> Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog. Transform for GDS Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article	<u>Recount</u> Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog. Transform for GDS Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article		

	Traditional Tales War Horse/ The Borrowers/ The Merry Adventures of Robin Hood				Poetry		
Spring 2	<u>Narrative</u> Plan and write a story with two narrators to tell the story from different perspectives. Transform for GDS Independently change the formality of the two narrators so that they contrast.	<u>Narrative</u> Plan and write a story with two narrators to tell the story from different perspectives. Transform for GDS Independently change the formality of the two narrators so that they contrast.	<u>Narrative</u> Plan and write a story with two narrators to tell the story from different perspectives. Transform for GDS Independently change the formality of the two narrators so that they contrast.	<u>Narrative</u> Plan and write a story with two narrators to tell the story from different perspectives. Transform for GDS Independently change the formality of the two narrators so that they contrast.	Recognise themes in the poems they have read such as love, loss or heroism. Explore and explain imagery including metaphor and personification.		
	Our Planet : Planet Greta / Human Footprint / Our Footprint on Earth		Picture Book: The Arrival		SEND and Personal difficulties Can You see Me? / How to look for a Lost Dog.		
Sum 1	<u>Persuasion</u> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. Transform Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	<u>Persuasion</u> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. Transform Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	<u>Narrative</u> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.	<u>Persuasion</u> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.	SATS WEEK	<u>Discussion</u> Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. Transform Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	<u>Discussion</u> Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. Transform Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.
	Promote a love of reading: Night bus Hero / Orange is no mans land / The Girl of Ink And Stars						
Sum 2	<u>Procedural</u> Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.	<u>Procedural</u> Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.	<u>Narrative</u> Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. Transform for GDS Write own story that they have always wanted to write!	<u>Narrative</u> Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. Transform for GDS Write own story that they have always wanted to write!	<u>Narrative</u> Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. Transform for GDS Write own story that they have always wanted to write!		

Year 6 Writing Overview

YEAR SIX	TERM ONE	TERM TWO	TERM THREE
Writing Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) - Integrate dialogue in narrative to convey character and advance the action - Describe settings and characters building a distinct atmosphere - Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. - Write a recount in a specific form with a clear audience ensuring formality is appropriate - Use layout devices, such as headings, sub-headings, bullets and tables to structure texts - Write effectively for each purpose and selected audience, showing good awareness of the reader - Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader - Draw on their knowledge of etymology and morphology to support spelling - Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly	KPIs On-track for Expected Standard (EXS) - In narratives, describe settings, character and atmosphere - Integrate dialogue in narratives to convey character and advance the action - Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader - Use the range of punctuation taught at key stage 2 mostly correctly - Use verb tenses consistently and correctly throughout their writing - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. - Maintain legibility in joined handwriting when writing at speed	KPIs Expected Standard (EXS) - In narratives, describe settings, character and atmosphere - Integrate dialogue in narratives to convey character and advance the action - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use the range of punctuation taught at key stage 2 mostly correctly - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. - Spell correctly most words from the year 5/6 spelling list, " and use a dictionary to check the spelling of uncommon or more ambitious - Maintain legibility in joined handwriting when writing at speed
	KPIs On-track for Greater Depth (GDS) - Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing - Consciously control the structure of sentences - Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately - Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity - Evaluate, draft and re-draft.	KPIs On-track for Greater Depth (GDS) - Use a non-linear structure to show assured and conscious control of formality for different shifts of time - Independently choose vocabulary and language features appropriately for the style and tone of the text - Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes - Distinguish between the language of speech and writing and choose the appropriate register - Choose to combine different text types and associated language features for effect and specific purpose - Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity - Independently enhance the effectiveness of writing through reading, evaluating and redrafting.	KPIs Greater Depth (GDS) - Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing - Distinguish between the language of speech and writing and choose the appropriate register - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.