Year 6

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| **Autumn** | **Spring**  | **Summer**  |
| Holes | Malamander | Letters from the Lighthouse | Rooftoppers | Shadowghast | Clockwork |
| Poetry – Performance. | Poetry - Beowulf | Poetry – War  | Poetry – Performance  | Poetry – Performance (dialogue) | Poetry - Fear |
| **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non fiction** | **Fiction** | **Fiction** | **Non-Fiction** | **Fiction** |
| **Text**Extract from The Hobbit, for e.g. Chapter 5 From ‘Actually Gollum lived to he had no time to think of a riddle.’**Genre**Narrative - dialogue**Toolkit**Dialogue to convey character**Writing outcome (innovation)**Monster/Other dialogue to convey character**Independent Writing**New dialogue to convey character | **Model Text**Werewolves (E.Caulfield)**Text Type**Information**Toolkit**Information (form/tone appropriate to purpose & audience)**Writing outcome (innovation)**Mystical/fictional monster information text**Independent Writing**Chosen topic - Information text | **Model Text**Clock Close by Dean Thomson (TfW) - shorten**Text Type**Portal story**Toolkit**Suspense (build atmosphere)**Writing outcome (innovation)**New portal story with setting innovated **Independent Writing**New portal story with atmosphere and description | **Model Text**How to trap a house goblin (Y6 Writing Models)**Text Type**Instructions**Toolkit**Instructions (form/tone appropriate to purpose & audience)**Writing outcome (innovation)**How to trap a XXX**Independent Writing**How to XXX | **Model Text**The Gas Mask by Pie Corbett**Text Type**Finding Tale**Toolkit**Action**Writing outcome (innovation)**The XX (new object/artefact)**Independent Outcome**The XX | **Model Text**Should children have been evacuated during WWII?**Text Type**Discussion**Toolkit**Discussion**Writing outcome (innovation)**Is it important to remember the wars?**Independent Outcome**Free choice discussion based on WWII topic (or Pandemic if appropriate)  | *Shorter unit to generate short writes***Text**Opening the Fridge (KS2 GDS Frankie) AND Break-in (Y6 Writing Models p30)**Text Type**Short narrative**Toolkits*** Characterisation
* Suspense (build atmosphere)

**Writing outcome (innovation)**Normal situation with suspense OR viewpoint retelling**Independent Writing**Short narrative – free choice | *Shorter unit to generate short writes***Text** Alma (Literacy Shed film)**Text Type**Fear story**Independent Writing**Fear story bringing together all key narrative skillsSecond Text Type – **Independent writing**Persuasive Information for a particular audience ‘Visit the Doll Shop’ | **Text**All models from Year 6**Text Type**Hybrid non-fiction texts for e.g. Instructions with recount; magazine article explanation with information**Toolkit**Securing end of year objectives**Writing outcome** Free choice non-fiction – 2 pieces both polished and published | **Text**All models from Year 6**Text Types**Variety of Text Types – for e.g. Quest story with a portal**Toolkit**Securing end of year objectives**Writing outcome** Free choice, longer story, polished and published |
| **Cross curricular writing****Recount** | **Cross curricular writing****Information** | **Cross curricular writing****Instructions** | **Cross curricular writing****Discussion** | **Cross curricular writing****Explanation** | **Cross curricular writing****Information** |
| **National Curriculum****Composition:**Plan 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 (see below\*)
* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] see below \*\*

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

And* link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connecti0ons, and ellipsis
* layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure the text]

**Sentence:*** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
* using passive verbs to affect the presentation of information in a sentence
* using expanded noun phrases to convey complicated information concisely

**Punctuation:*** using hyphens to avoid ambiguity
* using semi-colons, colons or dashes to mark boundaries between independent clauses
* using a colon to introduce a list and use of semi-colons within lists
* punctuating bullet points consistently

**Vocab:*** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
* How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]
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