

Year 6 Writing Overview

Year 6 Term 1: Peaceful Protest: The Life Of Nelson Mandela - Yona Zeldis McDonough					
Narrative unit			Non-fiction unit (Biography)		
Week 1 WHOLE SCHOOL TEXT	Week 2 WHOLE SCHOOL TEXT	Week 3 PGL	Week 4 - explore audience and purpose - identify features of a biography - use adverbial phrases to link between paragraphs - use expanded noun phrases	Week 5 - use modal verbs to show possibility - use a formal tone consistently - edit - use parenthesis demarcated by commas.	Week 6 - create embedded relative clauses - use embedded relative clauses - edit - publish
Year 6 Term 2: The Last Bear - Hannah Gold					
Narrative unit (Setting Description)		Non-fiction unit (Newspaper Article)			
Week 1 - use multi-clause sentence structures - infer - identify personification and simile - create figurative phrases	Week 2 - use figurative language to describe - edit - publish - illustrate	Week 3 - identify an author's intention - use correct punctuation with dialogue - use modal verbs - use repetition for effect	Week 4 - use adverbs of possibility and frequency - identify the subject and object of a sentence - write a passive sentence - write indirect speech	Week 5 - summarise events - identify features of a newspaper report - use adverbial phrases - use appropriate tense	Week 6 - use indirect speech - use direct quotes - edit - publish
Year 6 Term 3: The Story of Tutankhamun - Patricia Cleveland-Peck					
Narrative unit (Fantasy)			Non-fiction unit (Balanced Argument)		
Week 1 - create expanded noun phrases using prepositions - identify synonyms and antonyms - use the past perfect tense	Week 2 - explore features of fantasy genre and plan a narrative - use personification - use variety of figurative language - use varying sentence length	Week 3 - use dialogue within a narrative - use relative clauses - edit - publish	Week 4 - identify features of a balanced argument - use the features of a balanced argument - use bullet points - plan balanced argument	Week 5 - use embedded relative clauses - use adverbials of time, place and frequency - edit - perform work	

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Year 6 Term 4: The Boy in the Tower - Polly Ho-Yen

Non-fiction unit (Non-chronological Report)

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| <p>Week 1</p> <ul style="list-style-type: none"> - use specific adjectives - identify common and abstract nouns - infer - use relative clauses | <p>Week 2</p> <ul style="list-style-type: none"> - use modal verbs - use colons and a semi-colons - take effective notes - identify features of non-chronological reports |
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| <p>Week 3</p> <ul style="list-style-type: none"> - use hyphens - edit - publish - understand paragraphs |
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| <p>Week 4</p> <ul style="list-style-type: none"> - identify a range of past tense verbs - use a range of past tense verbs - use a variety of sentence structures - edit for consistent tense |
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| <p>Week 5</p> <ul style="list-style-type: none"> - create convincing characters - use passive voice - plan a narrative - use present tense |
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| <p>Week 6</p> <ul style="list-style-type: none"> - embed speech into a narrative - build atmosphere - edit - present |
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Year 6 Term 5: Windrush Child - Benjamin Zephaniah

Poetry unit (Performance Poetry)

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| <p>Week 1</p> <ul style="list-style-type: none"> - analyse a range of information - sequence events - choose appropriate register |
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| <p>Week 2</p> <ul style="list-style-type: none"> - use correct intonation when reading aloud - collect relevant ideas and vocabulary - write a poem |
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| <p>Week 3</p> <ul style="list-style-type: none"> - edit - present - make inferences from poetry |
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| <p>Week 4</p> <ul style="list-style-type: none"> - use similar writing as a model - use suffixes - explore features of a diary entry |
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<p>Week 5</p> <p style="text-align: center;">SATs Week</p>
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| <p>Week 6</p> <ul style="list-style-type: none"> - use adverbials of time and place - use contrasting conjunctions - use relative clauses - express an opinion |
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Year 6 Term 6: Hound of the Baskervilles - Arthur Conan Doyle (Graphic Novel)

Narrative unit (Cliffhanger)

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| <p>Week 1</p> <ul style="list-style-type: none"> - find meanings of unfamiliar words - understand a character - explore impact on the reader |
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| <p>Week 2</p> <ul style="list-style-type: none"> - identify features of a cliffhanger narrative - use semicolons - gather ideas |
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| <p>Week 3</p> <ul style="list-style-type: none"> - plan - use features of a cliffhanger narrative - build tension |
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| <p>Week 4</p> <ul style="list-style-type: none"> - use features of a cliffhanger narrative - edit - publish |
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<p>Weeks 5 & 6</p> <p>Children will spend 2 weeks focussing on the following objectives, leading up to a performance in a local theatre. Within these sessions they will:</p> <ul style="list-style-type: none"> - perform a play from memory - use appropriate intonation, volume, and movement so that meaning is clear - monitor, maintain and regain audience engagement - speak loudly enough to consistently be heard

End of Year Performance