
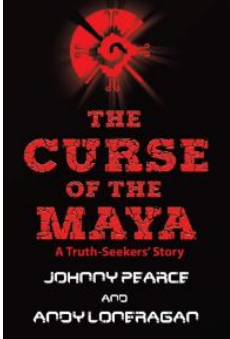
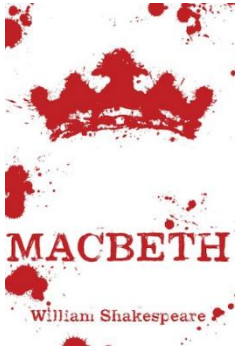
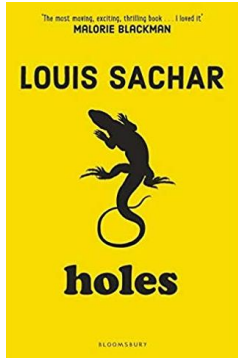
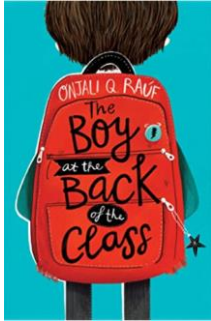



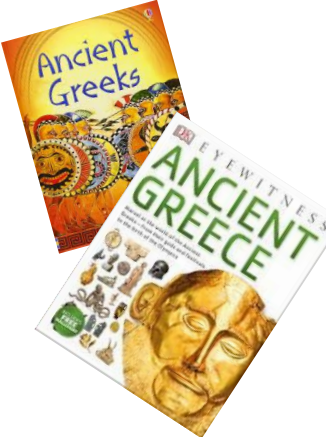

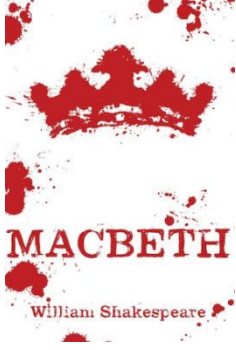
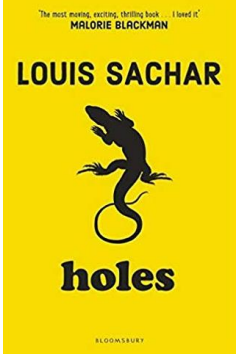


Year 6 Writing Long Term Overview

<p>Year 5: In narratives, describe settings, characters and atmosphere</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Year 6: noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Year 5: Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use a colon to introduce a list</p> <p>Year 6: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Year 6: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Year 6: using a wide range of devices to build cohesion within and across paragraphs</p> <p>Year 6: using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>Year 6: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Year 6: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p><u>Learning Journey 2</u></p>	<p><u>Learning Journey 2</u></p>	<p><u>Learning Journey 2</u></p>	<p><u>Learning Journey 2</u></p>	<p><u>Learning Journey 2</u></p>	<p><u>Learning Journey 2</u></p>
<p>Text: Shadow of the Minotaur by Alan Gibbons (Chapter 1 only)</p>  <p>Outcome: Write a description of minotaur through the eyes of Theseus inside the labyrinth</p>	<p>Text: Curse of the Maya by Johnny Pearce</p>  <p>Outcome: Write a diary entry from the</p>	<p>Text: Macbeth by William Shakespeare</p>  <p>Outcome: Write a Newspaper report about</p>	<p>Text: Holes by Louis Sachar</p>  <p>Outcome: Write an Informal letter home to his parents to keep up the pretence that he's OK and</p>	<p>Text: The Boy at the Back of the Class</p>  <p>Outcome: Write the letter to the Queen from the friends,</p>	<p>Text: Wonder by RJ Palacio</p>  <p>Outcome: Write a Diary entry to</p>

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	perspective of Verity or Ethan (Preparation for informal writing in Spring 2?)	the murder of King Duncan	that he is being treated well at Camp Green Lake, in contrast write a personally diary entry, recording how he really feels about his punishment and the truth about how he's being treated.	detailing Ahmed's plight and persuading her to not close the borders to refugees	recount August's first day/week of school
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 5: Use expanded noun phrases to convey complicated information concisely</p> <p>In narratives, describe settings, characters and atmosphere</p>	<p>Year 5: Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p>	<p>Year 6: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using brackets, dashes or commas to indicate parenthesis</p>	<p>Year 6: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Year 6: Year 6: using a wide range of devices to build cohesion within and across paragraphs</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Year 6: using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using brackets, dashes or commas to indicate parenthesis</p>

Year 6 Writing Long Term Overview

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p>Text: Explore a range of NF reference books to find out about the topic</p>  <p>Outcome: Choose an aspect of Ancient Greek History that is of personal interest: Olympic games, chariot racing, gods etc.. research your chosen topic thoroughly and display all the information you find in your own double page spread fact page, to inform other children about your findings.</p>	<p>Text: Francis (Video – Literacy Shed)</p>  <p>Outcome: Write the narrative to accompany the thriller.</p>	<p>Text: Macbeth by William Shakespeare</p>  <p>Outcome: write a monologue as Lady Macbeth, with her mind in turmoil</p>	<p>Text: Holes by Louis Sachar</p>  <p>Outcome: Write a persuasive speech to the Court of Appeal to be heard by the judge, to convey the truth about what happened and what Camp Green Lake is really like. Persuade the judge of your innocence and demand that the camp is reviewed.</p>	<p>Text: King Kong by Anthony Browne</p>  <p>Outcome: Write a contrasting character description told through the eyes of Anne at two different points in the story: at the start when Kong captures her, and at the end at the top of the Empire State building</p>	<p>Text: Wonder by RJ Palacio</p>  <p>Outcome: Rewrite chapter from a different character's perspective</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements

Year 6 Writing Long Term Overview

<p>Year 5: Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Use a wide range of devices to build cohesion within paragraphs</p> <p>Year 6: noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Year 5: Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p>Year 6: using brackets, dashes or commas to indicate parenthesis</p>	<p>Year 6: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Year 6: using a wide range of devices to build cohesion within and across paragraphs</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Year 6: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p>	<p>Year 6: using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
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