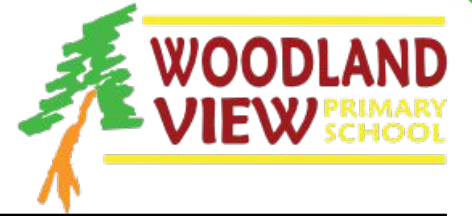




YEAR 6 *Writing* Medium Term Plan



	Theme	Genre	Learning Objectives	Grammar Coverage
Aut 1	Wars of the World	Persuasive letter <i>The Day the Crayons Quit</i> - Drew Daywalt	<ul style="list-style-type: none"> To identify a character's motivation Identify and use modal verbs and adverbs of possibility To select appropriate grammar and vocabulary to create the correct tone. To identify persuasive features To correctly use ellipses and punctuation for parenthesis. To use verb tenses consistently and correctly through writing 	<ul style="list-style-type: none"> → Modal verbs → Adverbs of possibility → Ellipses → Punctuation for parenthesis - brackets, dashes and commas → Informal speech → Changing between tenses → Apostrophes - contractions revision → Homophones
		Flashback narrative The Piano	<ul style="list-style-type: none"> To use a range of descriptive sentence starters To use a range of strategies to expand sentences To write an amplification To identify the features of a flashback To write a trigger To write a flashback 	<ul style="list-style-type: none"> → Relative clause → Adverbial clause → Expanded noun phrase → Explanation with a colon → Commas to separate items in lists, separate clauses and phrases.



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Aut 2	I have a Dream	Description Narrative <i>Skellig</i> - David Almond	<ul style="list-style-type: none"> To recognise what can influence the emotions of a character. To select appropriate adjectives to describe personality and appearance. To use expanded noun phrases and multi-sensory description. To use the above to compose an effective description. To recount a section of the story using a range of clauses, phrases and multi-sensory language. To identify and use the subjunctive form 	<ul style="list-style-type: none"> → Adjectives → Similes → Expanded noun phrases → Phrases → Clauses - relative, subordinate, main → Subjunctive form
		Description/ Narrative Diary Biography Non-chronological report Debate <i>Darwin's Dragons -</i> Lindsay Galvin	<ul style="list-style-type: none"> To use a range of sentences. To draft, plan and write a balanced argument. To evaluate and edit my work. To show my understanding of a character To show an understanding of characters through a diary entry To use inference skills in order to write a letter To plan a narrative drawing on ideas from reading. To plan a narrative To use impersonal language To write a CV To identify the features of a biography To plan a biography To use the features of a biography in order to write one. To articulate and justify answers, arguments and opinions in a debate. To plan an entry for an encyclopaedia To use and impersonal style To propose changes in order to redraft and improve. 	<ul style="list-style-type: none"> → Controlling and varying sentence structures → Tense - Past and present perfect → Tense - Past and present continuous → Punctuation for parenthesis → Informal language



<p>Spr 1</p>	<p>A World of Bright Ideas</p>	<p><i>Atmospheric description</i> <i>Persuasive advert</i> <i>Narrative</i> <i>Non-chron</i> <i>Newspaper report</i></p> <p><i>Harry Potter-</i> <i>J.K. Rowling</i></p>	<ul style="list-style-type: none">● To use emotive language to describe a character's feelings.● To select pronouns to control perspective● To use a multi-sensory approach to description● To use word play● Write a first person recount/diary.● To identify persuasive devices and create new examples● To use persuasive devices to influence the reader.● To make effective vocabulary choices.● To identify active and passive sentences.● To identify key moments or events in a section of a story.● To understand the features of a non-chronological report● To extract and organise key information● To write an effective introduction for a non-chronological report● To write the main body of a non-chron (using sub heading and paragraphs)● To recognise and use formal language● To identify features of a news report and gather key information.● To use a range of techniques to create catchy headlines● To write an effective orientation● To write a news report containing key information and direct speech● To make a personal reflection on a text.	<ul style="list-style-type: none">→ Pronouns→ Expanded noun phrases→ Similes→ Metaphors→ Active and passive→ Subject, verb, object→ Inverted commas for speech→ Commas for clauses→ Paragraphs→ Formal language→ Direct speech
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Spr 2	In Your Element	Non-chronological report <i>Pandora</i>	<ul style="list-style-type: none">• To understand how to use semicolons between two clauses.• To understand how to use colons to introduce lists and between clauses• To identify and sort statements, commands, questions and exclamations• To identify and record key information• To use a wide range of clause structures, sometimes varying their position within the sentence• To use adverbs, prepositional phrase and expanded noun phrases effectively to add detail, qualification and precision.• To use a range of cohesive devices, including adverbials within and across sentences. #• To select the vocabulary and grammatical structures that reflect the formality required in a non-chronological report.• To accurately use apostrophes to show possession• To use a range of cohesive devices (slow write)• To identify word classes precisely• To distinguish between different types of phrases and clauses• To change direct to reported speech	<ul style="list-style-type: none">→ Semicolons→ Colons→ Statements→ Commands→ Questions (including question tags)→ Exclamation→ Relative clause→ Fronted subordinate clause→ Fronted adverbials→ Adverbs→ Hyphen (human-like...)→ Prepositional phrases→ Expanded noun phrases→ Cohesive devices→ Possessive apostrophes→ Word classes (noun, verb, adverb, adjective, determiner, preposition, pronoun)→ Phrases and clauses→ Direct speech - reported speech
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Sum 1	And the Band Played On	<p><i>NB: SATs build therefore greater focus on reading and grammar.</i></p> <p>SATS Wk - Wk 4</p> <p><i>Skysteppers - Katherine Rundell</i></p>	<ul style="list-style-type: none"> To understand how and when commas are used for clarity To convert from the active to the passive voice and vice versa. To identify sentences using the subjunctive and construct new sentences To identify and write sentences using the progressive tenses To understand the thoughts, feelings, and motives of a character To recognise what can influence the emotions of a character. To select appropriate adjectives to describe personality and appearance. To use expanded noun phrases and multi-sensory description. To use the above to compose an effective description. To recount a section of the story using a range of clauses, phrases and multi-sensory language. 	<ul style="list-style-type: none"> → Commas for clarity → passive/active voice → Subjunctive form → Progressive tenses → Revision of all KS2 Grammar through quizzes
		<p>Persuasive argument (letter)</p> <p>For the Birds (Lit Shed video)</p>	<ul style="list-style-type: none"> To understand the thoughts, feelings, and motives of a character To research and retrieve information about a complex issue To plan a persuasive argument To write a persuasive letter 	<ul style="list-style-type: none"> → Constant revision of all grammatical features relating to the ITAF.
		<p>Narrative</p> <p><i>The Lighthouse</i> (Lit Shed video)</p>	<ul style="list-style-type: none"> To select appropriate grammatical structures when writing a narrative. 	<ul style="list-style-type: none"> → Constant revision of all grammatical features relating to the ITAF. (including ellipsis)
Sum 2	Global Warming	<p>Non-chronological report</p> <p><i>Fantastic Beasts and Where to Find Them- J.K. Rowling</i></p>	<ul style="list-style-type: none"> To select the vocabulary and grammatical structures that reflect the formality required in a non-chronological report. To understand the impact that subheadings can have. To understand how to punctuate bullet points. 	<ul style="list-style-type: none"> → Constant revision of all grammatical features relating to the ITAF. → Bullet points

N.B. **Synonym and antonym** taught through Reading Comprehension - finding words closest in meaning to etc.