



Writing Long Term Plan

Year 6 Overview

2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Writing to Inform</u> Suspense Text/ Recount – Usain Bolt. The Applause (Model Text)</p> <p><u>Writing to Entertain</u> Narrative – Fantastic Beasts. The Tree Giant (Model Text)</p> <p><i>Novel Study – A Place Called perfect</i></p>	<p><u>Writing to Inform</u> Explanation Text (Focus Text: The Tree Giant – model text)</p> <p><u>Writing to Inform</u> Newspaper Report – (Focus Text: The Man Who Walked Between the Towers by Mordicai Gerstein)</p> <p><u>Writing to Discuss</u> Discussion Text (Focus Text: Guardian Three Little Pigs Advert)</p>	<p><u>Writing to Entertain</u> Narrative – The Lighthouse (Video Stimulus)</p> <p><u>Writing to Entertain</u> Narrative (Flashback) – The Piano (Video Stimulus)</p>	<p><u>Writing to Inform</u> Biography (Focus Text: Clockwork by Philip Pullman)</p>	<p><u>Writing to Persuade</u> Persuasive Speech – I am the Ocean (Harrison Ford Speech)</p> <p><u>Writing to Persuade</u> Persuasive Letter – current theme</p>	<p><u>Writing to Inform</u> Report – Science Experiment</p> <p><i>Novel Study – Goodnight Mister Tom</i></p>

Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context,
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **?! for rhetorical / exclamatory sentences**
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!





Year 6 Writing Long Term Plan 2023-24

	Autumn Term 1	Spring Term 1	Summer Term 1
Week 1	<p style="text-align: center;">Whole School Poetry Unit (Focus Text: The Lost Words by Robert Macfarlane & Jackie Morris)</p> <ul style="list-style-type: none"> Focus on the poem 'Willow' Explore the features of the free verse poem Focus on the use of alliteration Write their own poem based on a living thing within nature following the rules of an acrostic poem and include some rhyme, repetition, personification and alliteration. 	<p style="text-align: center;">Narrative (setting description) (Focus video stimulus: The Lighthouse)</p> <ul style="list-style-type: none"> Watch stimulus Discuss how setting is created. Short burst write opportunities. 	<p style="text-align: center;">Persuasive Speech (Focus Speech: I am the Ocean by Harrison Ford)</p> <ul style="list-style-type: none"> Text map and internalise Dashes/Hyphens Subjunctive form.
Week 2	<p style="text-align: center;">Usain Bolt Suspense Recount (Focus Text: The Applause – model text)</p> <ul style="list-style-type: none"> Suspense Text Show not Tell Setting description to build atmosphere 	<p style="text-align: center;">Narrative (setting description) (Focus video stimulus: The Lighthouse)</p> <ul style="list-style-type: none"> Develop character and setting. Fronted adverbials Box up 	<p style="text-align: center;">Persuasive Speech (Focus Speech: I am the Ocean by Harrison Ford)</p> <ul style="list-style-type: none"> Box up Generaliser Antonyms Multi-clause sentences. Begin draft
Week 3	<p>Year 6 Assessment Week</p>	<p style="text-align: center;">Narrative (setting description) (Focus video stimulus: The Lighthouse)</p> <ul style="list-style-type: none"> Shared write Edit and improve 	<p style="text-align: center;">Persuasive Speech (Focus Speech: I am the ocean by Harrison Ford)</p> <ul style="list-style-type: none"> Semi colons Continue draft Edit and publish. <p style="text-align: center;">SATs Preparation</p>
Week 4	<p>Year 6 Residential Trip</p>	<p style="text-align: center;">Narrative (setting description) (Focus video stimulus: The Lighthouse)</p> <ul style="list-style-type: none"> Edit and improve Publish. 	<p>SATs Preparation (SPAG/ Reading Revision)</p>



Year 6 Writing Long Term Plan 2023-24

	Autumn Term 1	Spring Term 1	Summer Term 1
Week 5	Usain Bolt Suspense Recount (Focus Text: The Applause – model text) <ul style="list-style-type: none">• Suspense Text• Semicolons and clauses• Shared write based on Usain Bolt's winning race	Narrative (character description) (Focus video stimulus: The Piano) <ul style="list-style-type: none">• Introduce stimulus• Varied forms of tense• parenthesis	Year 6 Assessment Week SATs
Week 6	Narrative (Fantastic Beasts) (Focus Text: The Tree Giant – model text) <ul style="list-style-type: none">• Video prompt as stimulus• Character and setting description, expanded noun phrases• Speech punctuation• Shared write based on stimulus.	Narrative (character description) (Focus video stimulus: The Piano) <ul style="list-style-type: none">• Box up and shared write.• Past progressive	Persuasive Letter (Focus: Current Affairs) <ul style="list-style-type: none">• Features of a persuasive letter• Text map and box up.• Draft• Edit and improve• Publish
Week 7	Narrative (Fantastic Beasts) (Focus Text: The Tree Giant – model text) <ul style="list-style-type: none">• Continue to share write, edit and improve.• Publish.• Alternative portal story of chn's choice	Narrative (character description) (Focus video stimulus: The Piano) <ul style="list-style-type: none">• Speech• Shared write and edit.	
Week 8			



Year 6 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
Week 1	<p style="text-align: center;">Explanation Text (Focus Text: The Tree Giant – model text)</p> <ul style="list-style-type: none"> Look at model texts, identify features of the genre. Magpie. Box up Tree Giant- chn to box up chosen mythical creature from Fantastic Beasts. Shared write opening, Diet and Habitat section 	<p style="text-align: center;">Biography (Focus Text: Clockwork by Philip Pullman)</p> <ul style="list-style-type: none"> Introduce text Reading focus: inference skills. D4W opportunities. Short burst write- newspaper reports Time adverbials, varied forms of the past tense. <i>No More Marking</i> 	<p style="text-align: center;">Persuasive Letter (Focus: Current Affairs)</p> <ul style="list-style-type: none"> Edit and improve Publish
Week 2	<p style="text-align: center;">Explanation Text (Focus Text: The Tree Giant – model text)</p> <ul style="list-style-type: none"> Shared write: appearance and conclusion Publish Write an explanation text about a mythical creature from the text. 	<p style="text-align: center;">Biography (Focus Text: Clockwork by Philip Pullman)</p> <ul style="list-style-type: none"> Reading focus- prediction skills. Timeline of Bolt’s life-fronted adverbials of time. Range of biographies-features of, create toolkit. TextMap Otto’s Box up biography for Kalmenius. 	<p style="text-align: center;">Report (Focus: Science Experiment Write-up)</p> <ul style="list-style-type: none"> Look at exemplar texts and features used. Conjunctions Modals Relative clauses Passive voice Prepositions
Week 3	<p style="text-align: center;">Newspaper Report (Focus Text: The Man Who Walked Between the Towers by Mordicai Gerstein)</p> <ul style="list-style-type: none"> Look at organisational and grammatical features of reports. Internalise 32 days of horror Subordinate clauses/ Tense 	<p style="text-align: center;">Biography (Focus Text: Clockwork by Philip Pullman)</p> <ul style="list-style-type: none"> Write each section of biography for Kalmenius. Develop characterisation. Edit and publish. 	<p style="text-align: center;">Report (Focus: Science Experiment Write-up)</p> <ul style="list-style-type: none"> Draft Edit and improve Publish
Week 4	<p style="text-align: center;">Newspaper Report (Focus Text: The Man Who Walked Between the Towers by Mordicai Gerstein)</p> <ul style="list-style-type: none"> Shared write paragraphs- editing throughout. Passive voice 	<p>Year 6 Assessment Week</p>	<p>Goodnight Mister Tom Reading Unit with Short Burst Write Opportunities</p>



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	Autumn Term 2	Spring Term 2	Summer Term 2
Week 5	Newspaper Report (Focus Text: The Man Who Walked Between the Towers by Mordicai Gerstein) <ul style="list-style-type: none">Edit and improvePublish	Biography (Focus Text: Clockwork by Philip Pullman) Independent Writing <ul style="list-style-type: none">Plan and write a biography for an historical figure- cross curriculum link.	Goodnight Mister Tom Reading Unit with Short Burst Write Opportunities
Week 6	Discussion Text (Focus Text: Guardian Three Little Pigs Advert) <ul style="list-style-type: none">Guardian open journalism: Three Little Pigs advert - video Media The GuardianIdentifying viewpoint and biasShort burst write: diary		Goodnight Mister Tom Reading Unit with Short Burst Write Opportunities
Week 7	Discussion Text (Focus Text: Guardian Three Little Pigs Advert) <ul style="list-style-type: none">Reporting eventsActive & passiveShort burst write: persuasive speech		Goodnight Mister Tom Reading Unit with Short Burst Write Opportunities
Week 8	Discussion Text (Focus Text: Guardian Three Little Pigs Advert) <ul style="list-style-type: none">PlanningDraftingEditing & Improving		Goodnight Mister Tom Reading Unit with Short Burst Write Opportunities