

2023-24					
ENGLISH LONG-TERM PLANNING –WRITING Y6					
	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer		
Narrative	Visual Literacy (6 weeks)	Narrative Workshop: review key narrative techniques e.g. creating settings, characterisation, atmosphere (4 weeks)	Focus on Study Skills (3 weeks)	Assessment Week (1 week)	'Take One Book' (extended book study over 5 weeks)
Final written outcome	Write a story about two people who are brought together by objects e.g. leaves, coins or an animal e.g. dog, bird.	A single extended narrative study developing key narrative techniques.			A range of written outcomes, linked with fiction/ non-fiction modules covered across the year
Suggested Context	<p>Use Paperman as a stimulus.</p> <p>Focus on developing plot and a range of descriptive language and linguistic techniques to retell a story based on a film.</p> <p>(Aut 2) – Use Mr Men as a stimulus.</p> <p>Focus on developing different sentence structures and a range of devices to create a character and story.</p>	<p>Harry Potter Revision Topic covers all the text types and grammar ahead of the SATs tests.</p> <p>Revision follows the sequence of Harry Potter and the Philosopher's Stone.</p> <p>This Y6 English revision block is designed to provide a truly inspirational term's work.</p> <p>Follow the sequence of Harry Potter and the Philosopher's Stone, allowing the class to read the book alongside the teaching.</p>			<p>Letters from the Lighthouse by Emma Carroll</p> <p>A thrilling mystery woven into historical fiction: World War II; understanding the experiences of refugee; exploring the importance of empathy and what it means to be human.</p> <p>Empathise with a character by writing in role</p> <p>Emulate a character's voice and style</p>

NB This is a working document and will be reviewed and updated regularly. This document is based on **Cycle A** foundation subject topics.

Non-fiction	Recounts (2 weeks)	Reports (2 weeks)	Persuasion (2 weeks)	Reports (3 weeks)	Explanation (2 weeks)			Writing to inform and persuade (2 weeks)
Final written outcome	Write a newspaper report adapting distinctive voices, e.g. of fictional characters, describing a person from different perspectives, e.g. newspaper report	Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class using standard English.	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.	Links to geography reporting and presenting findings, including conclusions, causal relationships and explanations of and degree of trust in results			A series of live debates on various subjects. Children work in groups/pairs/individuals to prepare and present points of view.
Suggested Context	Newspaper Report – Goldilocks (See ‘Write Stuff’ Plan) Link to Amistad mutiny	Look at the model text based on Maafa.	Introduce the children to a persuasive letter (Letters to Scrooge unit).	Link to Geography topic on Frozen kingdoms Emperor Penguins	Link to Geography topic on Frozen kingdoms Explain effects of climate change on frozen kingdoms			Letters from the Lighthouse by Emma Carroll Write in the style of a newspaper article to describe a modern-day refugee story Construct a clear concise and persuasive argument in order to win a debate based on opinions expressed in the novel
Poetry	Acrostic poetry (2 weeks)			Performance Poetry (2 weeks)				In my shoes (2 weeks)
Final Outcome	Harvest festival focus – Read, write and perform poetry as a class			Read, write and perform poetry as a group				Write a poem from a characters point of view
Suggested Context	Poetry about harvest to collect vocabulary and style/format. Have fun, reading, writing, and performing poetry. Explore poetry features.			Performance Poetry: Choral and Performance Poems Have fun, reading, writing and performing poetry. Explore poetry features and bust fairy tale stereotypes				Write a poem inspired by the refugee experience, written from the point of view of a refugee

NB This is a working document and will be reviewed and updated regularly. This document is based on **Cycle A** foundation subject topics.

2023-24
ENGLISH Sticky Knowledge- WRITING Y6

Children will know how to	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer
Handwriting	produce legible joined handwriting and develop own personal fluent joined handwriting style		
Spelling	<p>use a range of spelling strategies not just phonics.</p> <p>use a dictionary to check spelling/meaning.</p> <p>Proof-read and edit work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word lists)</p>	<p>change verbs into nouns by adding suffixes. (tion/sion/ment – cancel-cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment)</p>	<p>can spell the vast majority of words that appear in the Year 5/6 list.</p>
Composition	<p>use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</p>	<p>use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event.</p> <p>adapt the grammar and vocabulary used in writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout)</p> <p>create atmosphere and describe settings- use antonyms and synonyms to enhance the description.</p> <p>describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)</p>	<p>produce a second drafts showing evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.</p> <p>evaluate writing as a matter of course and proof reading ensures a high level of accuracy.</p>

		add detail to writing by using expanded noun phrases to add precision, detail and qualification.	
Grammar	<p>use the correct tense throughout a piece of writing.</p> <p>use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might)</p> <p>add precision, detail and qualification using prepositional phrases and adverbs.</p> <p>effectively draft work to enhance meaning and adapt grammar choices for effect.</p>	<p>use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives)</p> <p>ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were)</p> <p>use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses).</p> <p>use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?)</p>	<p>use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</p> <p>use a range of verb forms to create more subtle meanings.</p> <p>use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</p> <p>make vocabulary choices that are imaginative and use words precisely and appropriately to create impact and enhance meaning.</p>
Punctuation	<p>mostly use commas correctly to mark phrases and clauses- clarity.</p>	<p>make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up)</p> <p>use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens)</p>	