

	Writing Long Term Overview					Year 6
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	'Wonder' by RJ Palacio	'The Man Who Walked Between The Towers' by Mordicai Gerstein	'War Game' by Michael Foreman	'Alma' by Rodrigo Blaas 'Francis' by Dave Eggars	'Viking Boy' by Tony Bradman	'The Buried Crown' by Ally Sherrick
Final Writing Outcome:	Narrative / Balanced argument	Biography / Newspaper article	Persuasive letter & Non Chronological Report	Short story	Historical narrative	Historical narrative
Continuous Skills: <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose of the writing. Develop setting, characters and plot in narrative writing: <ul style="list-style-type: none"> - Use dialogue to advance the action and/or reveal new information - Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel - Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others Make appropriate choices of grammar and vocabulary: To clarify and enhance meaning and to reflect the level of formality required Use a dictionary and thesaurus to check word meaning and appropriateness Evaluate and edit Summarise longer passages to clarify and enhance meaning Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject-verb agreement and register, to enhance effects and clarify meaning Proof-read for spelling and punctuation errors The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: <ul style="list-style-type: none"> - accurate spelling of most prefixes and suffixes - accurate spelling of most words with silent letters - accurate spelling of most homophones and other words which are often confused - accurate spelling of most words that need to be specifically learnt (see appendix) Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and choice of writing implement. 						
Specific skills:	<ul style="list-style-type: none"> Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth Appropriate use of expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some 	<ul style="list-style-type: none"> Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis) Appropriate use of relative clauses using a wide range of relative pronouns 	<ul style="list-style-type: none"> Précis longer passages appropriately Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader Appropriate use of varied verb forms used effectively in all written work: 	<ul style="list-style-type: none"> Use appropriate choice of tense to support whole text cohesion and coherence. Appropriate use of vocabulary and grammatical choices to suit both formal and informal situations (e.g. the use of question tags: He's your friend isn't he? or the use of 	Revision of all objectives	Preparation for transition

	<p>repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out- all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP)</p> <ul style="list-style-type: none"> • A range of punctuation is used, mostly correctly including: <ul style="list-style-type: none"> -Brackets or commas to indicate parenthesis -Commas to clarify meaning or avoid ambiguity -Inverted commas • Some accurate use of colons to introduce lists and semi-colons to separate items within lists 	<p>(who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas e.g. The house, which stood on the corner of the street, was derelict; The only communication (that) we were allowed to use was eye contact.</p> <ul style="list-style-type: none"> • Mostly appropriate use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. Their performance will be cursed; They could clearly see inside; Should I risk it?; We won't, but you might; Maybe you could do that. • Some accurate use of colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up 	<p>progressive, simple past, present, future and perfect form e.g. I have written it down so that we can check what he said. (present perfect)</p> <ul style="list-style-type: none"> • Mostly appropriate use of the passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud • Some accurate use of dashes to indicate parenthesis 	<p>subjunctive forms such as If I were you).</p> <ul style="list-style-type: none"> • Some accurate use of hyphens to avoid ambiguity • Consistent punctuation of bullet points 		
Incidental writing:	<p>Recount Setting description Play script Letter Character description Diary entry</p>	<p>Diary Internal monologue Character description Setting description Witness statement</p>	<p>Radio script Character description Setting description. Postcard Diary</p>	<p>Witness statement. Setting description.</p>	<p>Setting description. Letter of complaint. Character description</p>	<p>Interview write up Character description</p>
Revisited genre assessed write:	<p>Baseline assessment</p>	<p>Recount diary</p>	<p>Newspaper article</p>	<p>Letter</p>	<p>Newspaper report.</p>	<p>First person narrative</p>