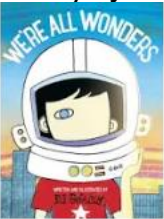
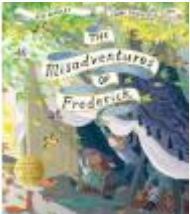


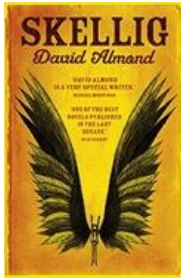
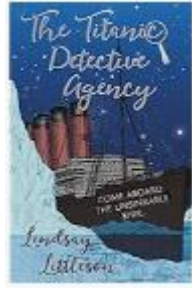
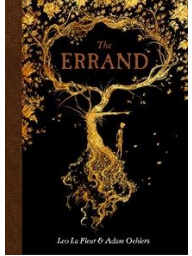
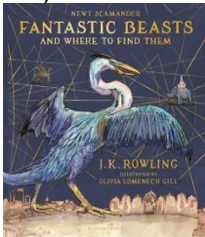
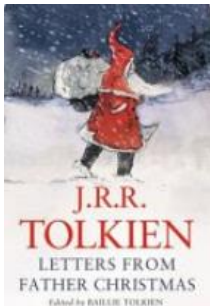
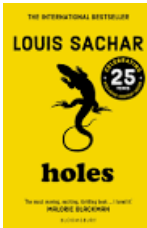

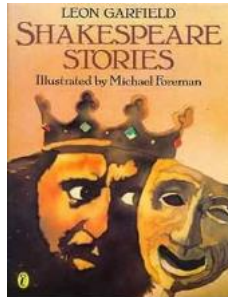



Year 6 Writing Long Term Overview

Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1 (3-week unit)	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: We're All Wonders by RJ Palacio</p>  <p>Outcome (entertain/inform) diary entry/fact file</p> <p style="text-align: center;">OR</p> <p>Text: The Misadventures of Frederick by Emma Chichester-Clark</p>  <p>Outcome: (entertain) To write a letter as Frederick</p>	<p>Text: Barnabus Project</p>  <p>Outcome: (entertain) write a report of the escape.</p>	<p>Video: Alma</p>  <p>Outcome: (to record) Write a news report on the missing children.</p>	<p>Text: Skellig by David Almond</p>  <p>Outcome: (to entertain): write a chapter to go in the book.</p>	<p>Text: The Titanic Detective Agency by Lindsay Littleton</p>  <p>Outcome(inform): A 3rd Person recount of an event on the Titanic</p>	<p>Text: The Errand by Leo LaFleur & Adam Oehlers</p>  <p>Outcome: (To instruct) A set of directions presented in the style of the book</p>
	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Narrative Purpose: Conversation between two of the pets about how they are feeling. Skills: (From Year 5) Use dialogue to convey character Evaluate the effectiveness of their writing and edit</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Lost Poster Purpose: To Find the missing children Skills: (From Year 5) Use brackets, dashes or commas for parenthesis</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Diary Purpose: to reflect on what he discovers in the garage. Skills: (from Year 5) Relative clauses beginning with who / which / where / when</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Informal letter Purpose: To inform relatives of what life has been like on the voyage. Skills: (From year 5) Link ideas across paragraphs using adverbials of time and place.</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Narrative Purpose: Write a spine-chilling setting description of the Whispering Woods that leaves the reader in fear! Skills: Distinguish between formal and informal speech and structures</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Fantastic Beasts and Where to Find Them (illustrated edition)</p>  <p>Outcome (inform): produce an information page about a fantastic beast</p>	<p>Text:</p>  <p>Outcome: (inform) Write a letter from Father Christmas</p>	<p>Text: Holes by Louis Sachar</p>  <p>Outcome (inform): To write a non-chronological report of what happens to Stanley in the camp</p>	<p>Text: Wonder Garden by Jenny Broom + Pandora Video https://www.literacyshed.com/the-sci---fi-shed.html</p>  <p>Outcome (inform): children produce information pages about the wonderful plants discover on Pandora (refer back to Fantastic Beasts unit)</p>	<p>Text: Macbeth by William Shakespeare, retold by Leon Garfield</p>  <p>Outcome: (entertain) To write a recount about the encounter with the witches</p>	<p>Text: Our Tower by Joseph Coelho</p>  <p>Outcome (inform) Letter to the residents to tell them about how special their tower block is.</p>
<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Diary Purpose: To describe the finding of a beast emphasising the feelings when discovering the new fantastic beast Skills: (From Year 5) Relative clauses beginning with an omitted relative pronoun</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Lost Bear poster Purpose: To describe the North Pole Polar Bear so that people can find him Skills: (From year 5) Relative clauses beginning with who / which / where / when</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Letter Purpose: To write home to mum to let her know how he is. Skills: Vary sentence length Use colons to introduce a list of the things that have happened to him</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: An Interview Purpose: To discover what new plants had been found. Skills: Vary the position of clauses within a sentence</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Letter Purpose: to write a letter to his wife, Lady Macbeth, to tell her all about the battle, the meeting with the witches and the news that he has been made Thane of Cawdor. Skills: Relative clauses beginning with an omitted relative pronoun</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Blog Purpose: To share how their feelings about the Tower have changed during the story. Skills: Use commas to mark clause boundaries / provide clarity and avoid ambiguity</p>
<p>Transcription: Secure legible, joined handwriting Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing</p>		<p>Transcription: Secure legible, joined handwriting Application of spelling rules and patterns taught so far</p>		<p>Transcription: Secure legible, joined handwriting Apply Year 3/4 and Year 5/6 statutory spellings and taught rules and patterns at the point of writing</p>	

Sentence structure: Vary the position of clauses within a sentence Vary sentence length Use a colon to introduce a list	Sentence structure: Use commas to mark clause boundaries / provide clarity and avoid ambiguity Use a colon to introduce a second sentence that explains or clarifies the previous one Use of the passive to affect the presentation of information in a sentence	Sentence structure: Use a wide range of sentence structures and manage content effectively through internal punctuation
Grammar: Distinguish between formal and informal speech and structures Subjunctive form	Grammar: Select grammar to reflect what the writing requires	Grammar: Select grammar to reflect what the writing requires
Composition: Use dialogue to advance the action Evaluate the effectiveness of their writing and edit Add detail and delete for clarification	Composition: Integrate dialogue to convey character and advance the action Evaluate choices linked to purpose and audience	Composition: Evaluate and edit their writing Add detail and delete for clarification.
End of Year Pen Portrait Pupils demonstrate an awareness of the reader and begin to make language, grammar, and text choices at the point of writing. Writing is securely organised within and across coherent paragraphs with sentence length and structure varied for effect. Pupils use the full range of punctuation taught at KS2 to support the structure and clarity of meaning in sentences. Pupils show awareness of standard forms and can write in different tenses as required. In non-fiction they adopt an appropriate level of formality and select vocabulary and grammar to reflect what the writing requires. They can integrate dialogue within narrative writing to convey character and advance the action. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.		