Year 6 Overview

Units					
Writing Outcome:	ENTERTAIN	PERSUADE	POETRY	DISCUSS	INFORM
Rising from the rubble Autumn 1 Diary - The Blitz War poetry - Remember why we remember Narrative - setting description (The Blitz) Balanced argument - To evacuate or not? Autumn 2 Narrative (Rose Blanche) Historical fiction Speech - Winston Churchill Letter - Letters from the Lighthouse TESTING WEEK		Frozen Spring 1 Application letter - Ernest Shackleton Podcast - Sinking of the Titanic Diary - Robert Falcon Scott TESTING WEEK Spring 2 Narrative (Alma - retelling) Poetry - Dreadful Menace TESTING WEEK Narrative -		Kingdom of Benin Summer 1 Macbeth - 2 weeks. Complaint letter Balanced argument - Rights to education? Narrative - Setting description of Africa Summer 2 Autobiography - 2 weeks Narrative - Journey to Johannesburg Biography - Own choice	

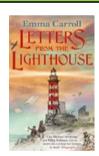
Suggested Texts

These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from.



Once.





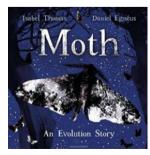




















Skills and Knowledge

Composition

- I can plan my writing be recording my first thoughts and noting down initial ideas.
- I can change my writing to fit the audience and purpose adapting my vocabulary choices as appropriate to the text being written
- I can proof read for punctuation errors. Focus on the basics at this point in the term.
- I can give reasoned feedback on mine and others' work to improve it. I can read work for spelling errors and check them using a dictionary
- I can plan a detailed setting description using ideas from what I have read.
- I can plan a detailed character description using a film as a stimulus (Alma)
- I can draft my writing
- I can include speech in narrative writing to move the action on.
- I can set out my work using sub headings, headings, bullet points to structure a text and guide the reader.

Vocabulary, grammar and punctuation

- I can use varied clause structures in my writing varying the position within their sentence
- Use expanded noun phrases to add detail, qualification and precision
- I can change vocabulary to suit the purpose of writing (formal/informal)
- I can use a semi colon to mark the boundary between independent clauses.
- I understand the term 'modal verb' and can use them appropriately in my writing (Year 5)
- I can use verb tense correctly

Speaking and listening

• I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

Handwriting

• I can write legibly, fluently and with increasing speed.

Composition

- I can use different techniques to make my writing flow.
- I can link ideas across sentences and paragraphs using grammatical connections.
- I can plan my writing be recording my first thoughts and noting down initial ideas.
- I can change my writing to fit the audience and purpose adapting my vocabulary choices as appropriate to the text.
- I can give reasoned feedback on mine and others' work to improve it. I can read work for spelling errors and check them using a dictionary
- I can proof read for punctuation errors including use of semi colons, commas after adverbials and punctuation for parenthesis.
- I can use different techniques to make my writing flow.

Vocabulary, grammar and punctuation

- I can use a colon/dash to mark the boundaries between independent clauses.
- I can use a wide range of clause structures in my writing by varying the position within their sentence.
- I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- I can understand the difference between structures appropriate for formal speech and writing.
- I can use different methods of cohesion to make my writing flow (repetition, ellipses and adverbials)

Speaking and listening

• I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

Handwriting

• I can write legibly, fluently and with increasing speed.

Composition

- I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
- I can mark and edit work to have the correct tense throughout.
- I can use different techniques to make my writing flow.
- I can plan my writing by recording my first thoughts using ideas from what I have read, heard and seen.
- I can draft my writing

Vocabulary, grammar and punctuation

- I can use the full range of punctuation that I have been taught.
- I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
- Revision of key terminology.

Speaking and listening

 I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

Handwriting

• I can write legibly, fluently and with increasing speed.