Pathways to Write

Unit Overview Year 6

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Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 2	**King Kong by Anthony Browne, King Kong (1933 film)**	**The Place for Me: Stories about the Windrush Generation by Dame Floella Benjamin *et al.***	**Shackleton's Journey by William Grill**	**The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann**	**Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini**	**Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister**
	Outcome Fiction: write an action-packed story ending **Greater Depth** With a viewpoint from one of the characters	**Outcome** Information/recount/ explanation: write a hybrid leaflet **Greater Depth** Write extra sections about other periods	**Outcome** Recount: write a journal entry from the expedition **Greater Depth** Write journal entry from another character's point of view	**Outcome** Persuasion: write a letter to raise awareness **Greater Depth** Choose the form and the audience	**Outcome** Persuasion: write a persuasive speech **Greater Depth** Write to a wider audience outside of school community	**Outcome** Fiction: write a sonnet **Greater Depth** Write a sonnet in role

Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word**	**Word**	**Word**	**Word**	**Word**
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	**Sentence** Use modal verbs or adverbs to indicate degrees of possibility (Y5)	**Sentence** Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	**Sentence** Use passive verbs	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider	**Text** *Enhance meaning through selecting*	**Text**	**Text** Use a wider range of devices to build cohesion	**Text** Use a wider range of devices to build cohesion	**Text** *Identify the audience for and purpose of writing*

range of cohesive devices *Integrate dialogue to convey character and advance the action*	*appropriate grammar and vocabulary*	*Distinguish between the language of speech and writing* *Integrate dialogue to convey character and advance the action*	Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)		*Choose the appropriate register*
Punctuation Punctuate bullet points consistently	**Punctuation** Use brackets, dashes or commas to indicate parenthesis (Y5)	**Punctuation** Use semi-colons to mark boundaries between independent clauses	**Punctuation** Use colons or dashes to mark boundaries between independent clauses	**Punctuation** Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	**Punctuation** Use semi-colons, colons or dashes to mark boundaries between independent clauses

Objectives in italics are writing composition objectives