

### Ayios Nikolaos Primary School - Year 6 2020-21 - Writing Overview

These are main objective foci, but will be supplemented throughout short-term planning for the wider English NC Appendix and may include revision and adaptation to meet pupil need.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>ILP</b>	<u>Pharaohs</u>	<u>Frozen Kingdom</u>	<u>A Child's War</u>	<u>Tomorrow's World</u>	<u>Time Traveller</u>	<u>Scream Machine</u>
<b>Genres</b>	<p>Non-chronological report writing (linked to class identity)</p> <p>Ancient Egyptian Myths</p> <p>Newspaper report</p>	<p>Biography writing (Arctic explorer)</p> <p>Poetry</p> <p>Persuasion</p>	<p>Narrative</p> <p>Explanation (Why children were evacuated)</p> <p>Letter writing</p>	<p>Instructions</p> <p>Short stories</p> <p>Play Script</p>	<p>Classic fiction</p> <p>Non-chronological report</p> <p>Narrative poetry</p>	<p>Classic poetry</p> <p>Balanced argument report</p> <p>Writing to create tension and atmosphere</p>
<b>Texts (in addition to guided reading texts)</b>	The Red Pyramid – Rick Riordan	Northern Lights – Philip Pullman	Goodnight Mr Tom – Michelle Magorian	Tom's Midnight Garden – Phillipa Pearce	<p>A Traveller in Time – Alison Uttley</p> <p>Frozen in Time – Ali Sparks</p>	<p>Something Wicked This Way Comes – Ray Bradbury</p>

<b>Paragraphs and Sentences</b>	Revision of expanding noun phrases  Revision of simple, compound and complex sentences  Revision of Alan Peat sentences (Imagine 3, De:de, some;others)	Simple, perfect and progressive verb forms  Organising paragraphs	Adding detail to reporting clauses by expanding using adverbials etc.  Time /causal conjunctions and adverbials  Summarising information	Use of questions in introductions  Imperative verbs  Layout and features of playscripts	Structure and organisation of paragraphs.  Revise differences between 1 <sup>st</sup> /3 <sup>rd</sup> person and tense forms  Range of clause structures for wide variety of sentence structures	Revise subjunctive voice  Formal and informal writing  Variety of sentence lengths for given purpose
<b>Vocabulary and Punctuation</b>	Apostrophes (including plural possession)  Adverbs, adverbials or fronted adverbials/adverbial clauses Punctuated accurately, with a range of punctuation  Hyphens	Formal language  Colons, semi-colons, bullet points  A range of figurative language and poetic devices  Modal verbs  Subjunctive form of verbs	Layout and punctuation of dialogue  Vocabulary for thoughts and feelings	Colons, semi-colons, bullet points  Figurative language (e.g. simile or metaphor)	Hyphens  Poetic features, e.g. hyperbole, personification, repetition, metaphor...  Language features: Present tense Third Person Passive Voice Impersonal tone  Technical vocabulary	Formal/informal  Demonstrate the correct use of a range of punctuation including, commas, semi-colons, dashes, colons, hyphens  Poetic features

<b>Contexts for independent writing throughout the curriculum (see Y5/6 topic planning)</b>	Non-chronological reports Instruction writing Writing in role	Newspaper report Persuasive writing Diary writing	Biography writing Narrative Letter writing	Explanation writing Narrative Report writing	Instruction writing Letter writing Narrative in first person	Persuasive writing Newspaper report
<b>Spelling (N.B. discrete spelling according to need identified by diagnostic testing)</b>	Correctly use and spell words ending with –se or -ce Plurals and associated spelling rules	Key prefixes and how they alter the meaning of words Homophones	Silent letters Key suffixes and how they alter the meaning of words	/shun/ sound and associated spelling rules 'i before e' rule	Revise common rules Superlatives and comparatives	'ough' letter string and pronunciation