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| Year 6 Writing Intention Overview 2020-21 | | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Insight KPIs |
| **Topic:** Civil Rights  **Text**: There’s a Boy in the Girls’ Bathroom  **Sustained writing outcomes**  Persuasive letter – Class Job  Descriptive narrative – Slow write  in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  The pupil can: use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens)  Biography  Famous Person linked to Civil Rights  The pupil can: use a range of devices to build cohesion  The pupil can: use verb tenses consistently and correctly throughout their writing  **Cross curricular opportunities**  Biography linked to Civil Rghts  **Additional SPAG**  Commas  Subordiante conjunctions  parenthesis  Clauses and phrases | **Topic:** Earthquakes/  Volcanoes  **Text:**  **Sustained writing outcomes**  Poetry - WW 1  **using expanded noun phrases to convey complicated information concisely**  Explanation text – earthquake/  volcanoes  identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Descriptive narrative perspective – Christmas Story  further cohesive devices such as grammatical connections and adverbials  **using semicolons, colons or dashes to mark boundaries between independent clauses**  **Cross curricular opportunities**  Explanation text linked to geography.  Descriptive narrative linked to RE  **Additional SPAG**  Parenthesis  Synonyms and antonyms  Pronouns | **Topic: WW2**  **Text: Letters from the Lighthouse**  **Sustained writing outcomes**  Recount – WW2  Diary/ letter - WW2Evacuee  assessing the effectiveness of their own and others’ writing  Discussion Text – Children should have been evacuated  **using a colon to introduce a list punctuating bullet points consistently**  **subject, object,**  **active, passive,**  Recount – Dunkirk postcards.  Battle of Britain writing – Letter / diary  recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  **active, passive,**  **Cross curricular opportunities**  Most writing linked to History – WW2  **Additional SPAG**  Hyphens for clarity  Commas for clarity  Prepositional phrases  Adverbial phrases  Adverbs, prepositions and conjunctions – the differences. | **Topic:** WW2  **Text:** Friend or Foe / We were warriors (sequel to Letters from the Lighthouse)  **Sustained writing outcomes**  Information Text on D-Day  Non- Chronological report based on lighthouses  Persuasive writing: When the Chairs Quit  **Cross curricular opportunities**  Most writing linked to WW2  **Additional SPAG**  Subjunctive mood / verbs  Tenses  Determiners  Word classes | **Topic:** Enterprise  **Text**: Room 13  **Sustained writing outcomes**  Explanation text– Teacher Pleaser machine  ensuring the consistent and correct use of tense throughout a piece of writing  **using modal verbs or adverbs to indicate degrees of possibility**  using passive verbs to affect the presentation of information in a sentence  Narrative  Partly Cloudy  The pupil can: in narratives, describe settings, characters and atmosphere  Persuasive letter  Enterprise  The pupil can: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately  The pupil can: distinguish between the language of speech and writing [3] and choose the appropriate register  The pupil can: exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this  **Additional SPAG**  Revision | **Topic:** Enterprise  **Text:**  **Sustained writing outcomes**  Non-chronological report  The pupil can: use the range of punctuation taught at key stage 2 mostly correctly  The pupil can: use the range of punctuation taught at key stage 2 correctly  •Descriptive narrative  Rock, Paper, Scissors  The pupil can: in narratives, describe settings, characters and atmosphere  The pupil can: integrate dialogue in narratives to convey character and advance the action  The pupil can: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.  •Formal letter  The pupil can: maintain legibility in joined handwriting when writing at speed.  **Cross curricular opportunities**  Non- chronological report linked to Geography  **Additional SPAG** | Expected  The pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)  The pupil can: in narratives, describe settings, characters and atmosphere  The pupil can: integrate dialogue in narratives to convey character and advance the action  The pupil can: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)  The pupil can: use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs  The pupil can: use verb tenses consistently and correctly throughout their writing  The pupil can: use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech). [^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.  The pupil can: spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. \* \* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.  The pupil can: maintain legibility in joined handwriting when writing at speed [2]. [2] maintain legibility in joined handwriting when writing at speed.  Greater Depth  The pupil can: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)  The pupil can: distinguish between the language of speech and writing [3] and choose the appropriate register. [3] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.  The pupil can: exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this  The pupil can: use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^. ^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. |
| What does reading look like in Y6?  Independent reading – Children have a period of independent reading each day. They can change their book regularly. Group Bug Club reading each day. Bug club is also used as an option for homework although some children choose to use their own books. Barrington Stoke dyslexic friendly books are available.  Class readers – Each class will have a class book that the teacher reads. These can be linked to the writing unit or just to be enjoyed as a class.  Reading for pleasure – In the past, extreme reading and reading challenges have been used to encourage reading for pleasure.   * Class budget was used to buy new books recommended by children. Some of these were follow up books by authors used in class readers.   Reading catch up – Selected child are seen multiple times a week by adults. Some are seen weekly and some fortnightly.  Using Insight data, children are also supported in WCR lessons. This could be those not at expected or those needed a boost to reach GD.  Reading lessons – WCR where children work as a class, in groups and pairs to look at vocabulary and answer comprehension questions. Lesson often focus on a specific type of question. | | | | | | |
| What does spelling look like in Y6?  1 x spelling lesson a week  Key word banks on walls and as hand out in lessons  Personalised word bank with spelling words in the back of their book | | | | | | |
| What does grammar look like in Y6?  1 x grammar lesson a week  Additional grammar linked to writing sequence | | | | | | |
| English manipulatives in Year 6  Word banks  Dictionaries  Thesaurus  Stem sentences  Every time I write prompt | | | | | | |