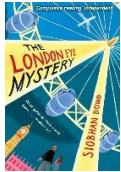

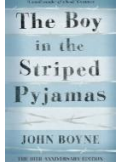
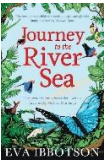


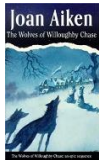


| Writing  |  |   | Year 6  |   |   |
|--|--|---|---|---|---|
| Term 1   | Term 2   | Term 3  | Term 4  | Term 5  | Term 6  |
|  <p><b>The London Eye Mysteries:</b></p>  |  <p><b>Sam King:</b></p>  <p><b>The Boy in the Striped Pyjamas:</b></p>  |  <p><b>Journey to the River Sea:</b></p>  |  <p><b>Middleworld:</b></p>  |  <p><b>Middleworld:</b></p>  |  <p><b>The Wolves Of Willoughby Chase:</b></p>   |
| <p><b>Character description</b><br/>LI: To investigate adventurous synonyms to create expanded noun phrases.<br/>LI: To add extra information using relative clauses with commas. LI: To describe a character using a range of figurative language. LI: To use a range of techniques to ensure cohesion of ideas and paragraphs.<br/>LI: To develop character by using brackets and dashes.<br/>LI: To plan a character description from the perspective of another character.<br/>LI: To use a range of descriptive techniques to write a character description of Ted (2 less).<br/>To edit, improve and publish writing.</p> <p><b>Non-chronological report</b></p> | <p><b>Biography</b><br/>LI: To identify the features of a biography and research using bullet points.<br/>LI: To extend sentences using contrasting conjunctions.<br/>LI: To plan a biography.<br/>LI: To use a range of writing techniques to write a biography.<br/>LI: To edit, improve and publish writing.</p> <p><b>Description</b><br/>LI: To read an extract and understand a character.<br/>LI: To understand figurative language techniques.<br/>LI: To use figurative language techniques to develop a description of a setting. (2 lessons)<br/>LI: To edit and improve a description.</p> <p><b>Persuasive letter</b></p> | <p><b>Description:</b><br/>LI: To use description to write about a setting. (2 lessons).<br/>LI: To evaluate and apply the author's techniques for description (camera, pan, zoom).<br/>LI: To use figurative language to describe.<br/>LI: To use colons to mark independent clauses in description.<br/>LI: To plan a descriptive write.<br/>LI: To use a range of writing techniques to write descriptively. (4 lessons).</p> <p><b>Balanced argument:</b><br/>LI: To identify features of a balanced argument.<br/>LI: To use a range of causal conjunctions to formulate arguments.<br/>LI: To use a range of contrasting conjunctions to formulate arguments.</p> | <p><b>Newspaper</b><br/>LI: To identify the features of a newspaper.<br/>LI: To understand the difference between direct and reported speech. (reported)<br/>LI: To use the correct punctuation to write direct speech quotations.<br/>LI: To recognise the difference between active and passive voice and apply to statements.<br/>LI: To write a range of orientation paragraphs from different perspectives.<br/>LI: To use a range of writing techniques to create headlines.<br/>LI: To plan a newspaper article using key information from a text (core text).<br/>LI: To use a range of writing techniques to create a newspaper article (4 lessons).</p> | <p><b>Alternative ending</b><br/>LI: To write descriptively using figurative language, imagery and senses.<br/>LI: To explore different dilemmas through freeze frames and drama.<br/>LI: To use subordinate clauses to add detail.<br/>LI: To build tension using a range of writing techniques.<br/>LI: To plan an alternative ending to Middleworld.<br/>LI: To use a range of writing techniques to write an alternative ending. (3 lessons).<br/>LI: To edit and improve writing.</p> <p><b>SPaG:</b><br/>LI: To identify clauses in sentences.<br/>LI: To identify relative clauses and pronouns.<br/>LI: To understand the uses of commas and apostrophes.</p> | <p><b>Non-chronological report</b><br/>LI: To investigate structure and layout features of a report.<br/>LI: To research using bullet points information about wolves.<br/>LI: To write multi-clause sentences using conjunctions and relative clauses.<br/>LI: To understand how to use semi-colons, colons and hyphens.<br/>LI: To plan a non-chronological report about wolves.<br/>LI: To use a range of writing techniques to write a non-chronological report (3 lessons). To edit and improve writing.</p> <p><b>Persuasive letter</b><br/>LI: To use emotive language, exaggeration and hyperboles to persuade.</p> |



|  |  |  |  |   |  |
|--|--|--|--|---|--|
| <p>LI: To identify the features of a non-chronological report.<br/>LI: To understand how to use bullet points for making notes about the weather.<br/>LI: To use formal language, including formal sentence openers, to write about the weather.<br/>LI: To develop a glossary using technical vocabulary.<br/>LI: To plan a non-chronological report about the weather.<br/>LI: To use a range of writing and layout techniques to write a non-chronological report (3 lessons). To edit and improve writing.</p> <p><b>Alternative ending</b><br/>LI: To use talk for writing to rehearse a story.<br/>LI: To use a range of cohesive devices to make links between parts of narrative.<br/>LI: To integrate dialogue into character action about an event.<br/>LI: To use causal conjunctions to explain character feeling.<br/>LI: To use contrasting conjunctions to write subordinate clauses.<br/>LI: To plan an alternative ending to a story.<br/>LI: To use a range of writing techniques to develop an alternative ending (3 lessons). To edit and improve writing.</p> | <p>LI: To identify the features of a persuasive letter.<br/>LI: To make appropriate choices of formal and informal vocabulary.<br/>LI: To use the subjunctive form to hypothesise.<br/>LI: To use PEE to write a persuasive argument.<br/>LI: To persuade using emotion, rhetorical questions and repetition.<br/>LI: To plan a persuasive letter.<br/>LI: To use a range of persuasive techniques to write a letter (3 lessons).<br/>To edit, improve and publish a persuasive letter.</p> <p><b>War poetry</b><br/>LI: To identify features of war poetry.<br/>LI: To explore pace and rhyme in war poetry.<br/>LI: To use language to create imagery.<br/>LI: To develop understanding of technical vocabulary and colloquialisms.<br/>LI: To plan a war poem.<br/>LI: To use a range of writing techniques to write a poem (2 lessons). To edit, improve and perform a poem.</p> | <p>LI: To develop an argument using PEE.<br/>LI: To research key factual information and make notes.<br/>LI: To plan a balanced argument about deforestation. (2 lessons).<br/>LI: To use a range of writing techniques to write a balanced argument. (4 lessons).</p> | <p>LI: To edit, improve and publish a newspaper article.</p> <p><b>Non-chronological report</b><br/>LI: To identify features of a non-chronological report.<br/>LI: To use bullet points and subheadings to organise research on the Mayan culture.<br/>LI: To use technical vocabulary to write formally and factually.<br/>LI: To use contrasting and causal conjunctions to join sentence ideas.<br/>LI: To use a semi colon and colon to join clauses.<br/>LI: To plan a non-chronological report using factual research.<br/>LI: To use a range of writing techniques to write a non-chronological report about the Mayans (4 lessons).</p> | <p>LI: To understand how commas can change the meaning of sentences.<br/>LI: To identify different word classes in a sentence.<br/>LI: To identify synonyms and antonyms for words.<br/>LI: To understand the use of prefixes and suffixes.<br/>LI: To understand the different forms of verbs.<br/>LI: To identify grammatical errors, use standard English and recognise formality.<br/>LI: To understand the use of the subjunctive form.<br/>LI: To understand and apply correct punctuation for parenthesis.<br/>LI: To understand the use of a hyphen.<br/>LI: To identify the subject, verb and object in a sentence.<br/>LI: To understand active and passive voice.<br/>LI: To identify the use of singular and plural.<br/>LI: To use tenses consistently and correctly.<br/>LI: To explore root words.<br/>LI: To identify possessive pronouns.<br/>LI: To investigate punctuation in sentences.</p> | <p>LI: To add interest by varying sentence openers, including logical conjunctions.<br/>LI: To use modal verbs and adverbs to show possibility.<br/>LI: To use dashes and brackets to add information.<br/>LI: To develop counter arguments using contrasting conjunctions.<br/>LI: To plan a persuasive letter.<br/>LI: To use a range of persuasive writing techniques to write a letter. (3 lessons). To edit and improve writing.</p> <p><b>Diary entry</b><br/>LI: To develop emotive language to communicate feelings.<br/>LI: To use a variety of sentence openers, including time adverbials.<br/>LI: To develop speech to show differences in formality.<br/>LI: To write descriptively about a setting using expanded noun phrases and figurative language.<br/>LI: To plan events to write a diary entry using a text.<br/>LI: To use a range of writing techniques to write a diary entry (3 lessons). To edit and improve writing and perform aloud.</p> <p><b>Alternative chapter</b><br/>LI: To develop character and setting by writing descriptively.</p> |
|--|--|--|--|---|--|



# Individually Strong, Collectively Stronger!



LI: To use a variety of techniques to build tension.  
LI: To insert dialogue to show action and advance the story.  
LI: To role play possible chapter ideas.  
LI: To extend sentences using a variety of conjunctions.  
LI: To plan an alternative chapter.  
LI: To use a range of writing techniques to write an alternative chapter (3 lessons). To edit and improve writing.

### **Newspaper article**

LI: To recognise the difference between active and passive voice.  
LI: To indicate possibility with adverbs and modal verbs.  
LI: To use commas to show relative clauses and add information.  
LI: To show different perspectives through direct and reported speech.  
LI: To plan a newspaper article.  
LI: To use a range of writing techniques to write a newspaper (3 lessons). To edit and improve writing and perform aloud

### **Play-script**

LI: To identify the features of a play-script.  
LI: To understand the layout of a play-script and how to use a colon.



# Individually Strong, Collectively Stronger!



|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | <p>LI: To set a scene in a play using descriptive writing.</p> <p>LI: To use adverbs and ambitious verbs to write clear stage directions.</p> <p>LI: To plan a play-script of our production.</p> <p>LI: To use a range of layout and writing techniques to create a play-script of our production. (3 lessons).</p> <p>LI: To edit and improve writing and perform as a group.</p> |
|--|--|--|--|--|---|