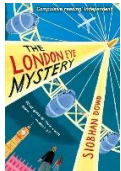

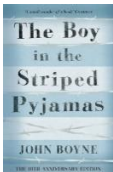
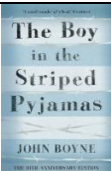
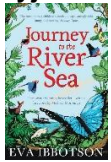
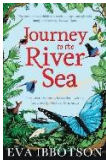
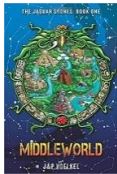
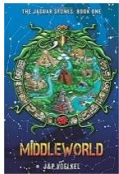


Writing			Year 6		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>The London Eye Mystery:</b></p>  <p><b>Sam King:</b></p>	 <p><b>The Boy in the Striped Pyjamas:</b></p>	 <p><b>The Boy in the Striped Pyjamas:</b></p>  <p><b>Journey to the River Sea:</b></p>	 <p><b>Journey to the River Sea:</b></p>	 <p><b>Middleworld:</b></p>	 <p><b>Middleworld:</b></p>
<p><b>Character description</b> LI: To understand a character's thoughts, feelings and motives. LI: To identify and generate interesting vocabulary and figurative language to describe the character of Ted. LI: To embed relative clauses and expanded noun phrases within a character description. LI: To use brackets, dashes and commas for parentheses LI: To plan my character description of Ted. LI: To create individual success criteria. LI: To write a character description of Ted to entertain. (2 lessons)</p> <p><b>Non-chronological report:</b></p>	<p><b>SPaG</b> LI: To identify a variety of word classes. LI: To identify and use a range of adverbials LI: To recognise and use a range of clauses.</p> <p><b>Young writers – narrative</b> LI: To plan and write using a range of techniques a short passage. (3 lessons)</p> <p><b>Persuasive Letter</b> LI: To identify the features of a persuasive letter. LI: To infer character feelings, actions and motives. LI: To select appropriate and emotive language to identify how choices enhance meaning. LI: To use PEE to write a persuasive argument.</p>	<p><b>Dialogue:</b> LI: To understand and infer a character's thoughts, feelings and motives. LI: To use speech punctuation correctly to write a conversation. LI: To identify and generate language to build atmosphere and tension. LI: To plan my dialogue writing. LI: To create an individual success checklist. LI: To use a range of techniques to write a dialogue. LI: To use feedback to edit and improve my writing.</p> <p><b>Diary Entry:</b> LI: To identify appropriate language and describe the effect on the reader. LI: To structure Maia's journey down the river.</p>	<p><b>Balanced argument:</b> LI: To identify features of a balanced argument. LI: To use a range of causal conjunctions to formulate arguments. LI: To use a range of contrasting conjunctions to formulate arguments. LI: To develop an argument using PEE. LI: To research key factual information and make notes. LI: To plan a balanced argument about deforestation. (2 lessons). LI: To use a range of writing techniques to write a balanced argument. (4 lessons). LI: To edit and improve a balanced argument, including sentence structure.</p>	<p><b>SPaG:</b> LI: To identify clauses in sentences. LI: To identify relative clauses and pronouns. LI: To understand the uses of commas and apostrophes. LI: To understand how commas can change the meaning of sentences. LI: To identify different word classes in a sentence. LI: To identify synonyms and antonyms for words. LI: To understand the use of prefixes and suffixes. LI: To understand the different forms of verbs. LI: To identify grammatical errors, use standard English and recognise formality. LI: To understand the use of the subjunctive form.</p>	<p><b>Alternative chapter</b> LI: To write descriptively using figurative language, imagery and senses. LI: To explore different dilemmas through freeze frames and drama. LI: To use subordinate clauses to add detail. LI: To build tension using a range of writing techniques. LI: To plan an alternative ending to Middleworld. LI: To use a range of writing techniques to write an alternative ending. (3 lessons). LI: To edit and improve writing.</p> <p><b>Non-chronological report</b> LI: To identify features of a non-chronological report. LI: To use bullet points and subheadings to organise</p>



<p>LI: To identify the features of a non-chronological report</p> <p>LI: To plan a non-chronological report about Queen Elizabeth II</p> <p>LI: To develop a glossary of technical vocabulary.</p> <p>LI: To use formal language, including formal sentence openers, to write a cohesive paragraph about the Queen</p> <p>LI: To use a range of punctuation (semi-colons, colons, dashes, brackets) to formulate a paragraph</p> <p>LI: To use a range of techniques to write a non-chronological report about the Queen.</p> <p>LI: To create an individual success checklist.</p> <p>LI: To use feedback to edit and improve my writing.</p> <p><b>Biography – Sam King</b></p> <p>LI: To identify the key features of a biography.</p> <p>LI: To use bullet points to make notes about Sam King's life.</p> <p>LI: To use contrasting conjunctions to write subordinate clauses.</p> <p>LI: To use embedded clauses to add detail.</p> <p>LI: To use a range of writing techniques to develop a biography. (3 lessons)</p> <p>LI: To edit and improve writing.</p>	<p>LI: To plan a persuasive letter to Father.</p> <p>LI: To use a range of persuasive techniques to write a letter. (3 lessons)</p> <p>LI: To create individual success checklist.</p> <p>LI: To use feedback to edit and improve a persuasive letter.</p> <p><b>War Poetry</b></p> <p>LI: To read and comment on a range of poetry.</p> <p>LI: To explore pace and rhyme in war poetry.</p> <p>LI: To explore and identify themes in war poetry.</p> <p>LI: To use language to create imagery.</p> <p>LI: To generate ideas and create a first draft of a war poem.</p> <p>LI: To use feedback to edit and improve a war poem.</p> <p>LI: To apply features of poetry for effect. (2 lessons)</p>	<p>LI: To generate effective vocabulary and figurative language to form a descriptive paragraph. (2 lessons)</p> <p>LI: To use a range of punctuation to write a descriptive piece.</p> <p>LI: To use a range of techniques to write a descriptive piece.</p> <p>LI: To create an individual success checklist.</p> <p>LI: To use feedback to edit and improve my writing.</p> <p><b>Persuasive advert:</b></p> <p>LI: To identify the features of a persuasive advert.</p> <p>LI: To use rhetorical questions to formulate a paragraph.</p> <p>LI: To use exaggeration and emotive language to write persuasively.</p> <p>LI: To use PEE to develop a persuasive argument.</p> <p>LI: To plan a persuasive advert.</p> <p>LI: To use a range of persuasive techniques to create an advert. (3 lessons)</p>	<p>LI: To publish a balanced argument about deforestation.</p> <p><b>Diary Entry:</b></p> <p>LI: To develop emotive language to communicate feelings.</p> <p>LI: To use a variety of sentence openers, including time adverbials.</p> <p>LI: To develop speech to show differences in formality.</p> <p>LI: To write descriptively about a setting using expanded noun phrases and figurative language.</p> <p>LI: To plan events to write a diary entry using a text.</p> <p>LI: To use a range of writing techniques to write a diary entry (3 lessons).</p> <p>LI: To edit and improve writing and perform aloud.</p>	<p>LI: To understand and apply correct punctuation for parenthesis.</p> <p>LI: To understand the use of a hyphen.</p> <p>LI: To identify the subject, verb and object in a sentence.</p> <p>LI: To understand active and passive voice.</p> <p>LI: To identify the use of singular and plural.</p> <p>LI: To use tenses consistently and correctly.</p> <p>LI: To explore root words.</p> <p>LI: To identify possessive pronouns.</p> <p>LI: To investigate punctuation in sentences.</p> <p><b>Newspaper</b></p> <p>LI: To identify the features of a newspaper report.</p> <p>LI: To sequence the events of the Chocolate Tree.</p> <p>LI: To understand the difference between direct and reported speech and use inverted commas to punctuate speech.</p> <p>LI: To identify language features used in a newspaper report and use them to form a paragraph.</p> <p>LI: To plan a newspaper article.</p> <p>LI: To use a range of techniques to write a newspaper article.</p> <p>LI: To create an individual success checklist.</p> <p>LI: To use feedback to edit and improve my writing.</p>	<p>research on the Mayan culture.</p> <p>LI: To use technical vocabulary to write formally and factually.</p> <p>LI: To use contrasting and causal conjunctions to join sentence ideas.</p> <p>LI: To use a semi colon and colon to join clauses.</p> <p>LI: To plan a non-chronological report using factual research.</p> <p>LI: To use a range of writing techniques to write a non-chronological report about the Mayans (4lessons).</p> <p><b>Persuasion</b></p> <p>LI: To research a Mayan abandonment theory.</p> <p>LI: To debate and discuss using formal language, technical terms and PEE.</p> <p>LI: To plan a persuasive piece explaining why the Maya abandoned their civilisations.</p> <p>LI: To use a range of writing techniques to write a persuasive piece about Mayan abandonment.</p> <p><b>Play-script</b></p> <p>LI: To identify the features of a play-script.</p> <p>LI: To understand the layout of a play-script and how to use a colon.</p> <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>
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# Individually Strong, Collectively Stronger!



					<p>LI: To plan a play-script of our production. LI: To use a range of layout and writing techniques to create a play-script of our production. (3 lessons). LI: To edit and improve writing and perform as a group.</p>
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