


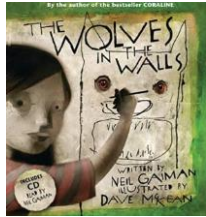
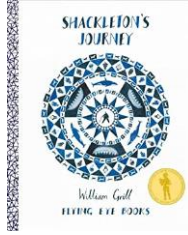
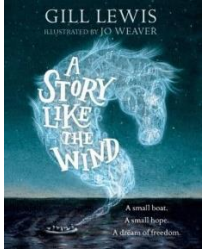


Year 6 English Writing Overview

Autumn 1	Autumn 2	Spring1	Spring 2	Summer1	Summer 2
<p>Hansel and Gretel</p> 	<p>Rose Blanche / Anne Frank Extracts</p> 	<p>The Origin of the Species</p> 	<p>Wolves</p> 	<p>Shackleton's Journey</p> 	<p>A Story Like the Wind</p> 
Writing Outcome and Purpose					
<p>Narrative: Dual Narrative</p> <p>Purpose: To narrate</p>	<p>Recount: Diary</p> <p>Purpose: To recount</p>	<p>Narrative: Discovery Narrative</p> <p>Purpose: To narrate</p>	<p>Recount: First Person Narrative</p> <p>Purpose: To narrate</p> <p>Discussion: Balanced Argument</p> <p>Purpose: To discuss</p>	<p>Narrative: Endurance Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Flashback Narrative</p> <p>Purpose: To narrate</p>
<p>Persuasion: Letter</p> <p>Purpose: To persuade</p>	<p>Recount: Bravery Speech Award</p> <p>Purpose: To recount & inform (hybrid)</p>	<p>Explanation: Adaptation</p> <p>Purpose: To explain</p>	<p>Information Text: Wolves</p> <p>Purpose: To inform</p> <p>Narrative: Suspense Narrative</p>	<p>Recount: Magazine Article</p> <p>Purpose: To recount</p>	<p>Recount: Newspaper Report</p> <p>Purpose: To recount</p>

			Purpose: To narrate		
Grammar: Word					
Build on previous units & focus on: Understanding how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Understanding how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understanding how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understanding how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	Build on previous units & focus on: Understanding how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Understanding how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices
No Nonsense Spelling					
Words ending ‘-able/ably’, ‘-ible/ibly’ Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. Adding suffixes beginning with vowel letters to words ending in ‘-fer’. Word endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious) Homophones	Words containing the letter string ‘-ough’ Generating words from prefixes and suffixes Word endings: The /ʃəl/ sound, words ending ‘-tial’ and ‘-cial’ (official, special, artificial, partial, confidential, essential) Homophones compliment/complement, desert/dessert,		Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’ Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary		

advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy		principal/principle, profit/prophet, stationery/stationary All homophones from KS2			
Grammar: Sentence					
Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: . Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Build on previous units & focus on: : Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal
Grammar: Text					
Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information

Grammar: Punctuation

<p>Build on previous year & focus on:</p> <p>Use the semi-colon as the boundary between independent clauses</p> <p>Hyphens are used to clarify meaning and avoid ambiguity</p>	<p>Build on previous year & focus on:</p> <p>Colons to introduce a list and semicolons for more elaborate lists</p> <p>Use commas, brackets and dashes for parenthesis</p> <p>Semi-colon to separate two main clauses</p>	<p>Build on previous year & focus on:</p> <p>Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning</p> <p>Use range of punctuation taught at KS2 (Speech punctuation)</p>	<p>Build on previous year & focus on:</p> <p>Colon to introduce a list and semicolons for more elaborate lists</p> <p>Use commas to punctuate relative clauses</p> <p>Speech punctuation</p> <p>Use the semi-colon as the boundary between independent clauses</p> <p>Punctuation of bullet points</p> <p>Hyphens used to avoid ambiguity</p>	<p>Build on previous year & focus on:</p> <p>Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis</p> <p>Using semi-colons as boundaries between independent clauses</p>	<p>Build on previous year & focus on:</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p>
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Terminology for Pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

