**Year 6 English Writing Overview** 

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| **Autumn 1** | Autumn 2 | Spring1 | Spring 2 | Summer1 | Summer 2 |
| Hansel and Gretel  https://m.media-amazon.com/images/I/51OdQD8+D+L._SY344_BO1,204,203,200_.jpg | Rose Blanche / Anne Frank Extracts  Rose Blanche | Picture book, Picture, 10 picture | Wolves | The Origin of the Species  https://pictures.abebooks.com/isbn/9780141388502-uk.jpg | How to Cook Children | Shackleton’s Journey  https://pictures.abebooks.com/inventory/md/md30567563638.jpg |
| **Writing Outcome and Purpose** | | | | | |
| Recount: PGL    Purpose: To recount | Recount: Diary    Purpose: To recount | Information Text: Animals  Purpose: To inform | Explanation Text: The Circulatory System | Instructional writing: A recipe  Purpose; To instruct | Narrative: Endurance Narrative    Purpose: To narrate |
| Persuasion: Letter    Purpose: To persuade | Narrative: Short Narrative  Purpose: To narrate | Narrative: Suspense Narrative  Purpose: To narrate | Narrative: Discovery Narrative    Purpose: To narrate | Formal Letter    Purpose: To Complain | Recount: Magazine Article    Purpose: To recount |
| Oracy/ Current affairs | | | | | |
| Debate | News report | SATS PREP | SATS PREP | SATS PREP | PowerPoint Presentation |
| **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  advice/advise, device/devise, licence/license,  practice/practise, prophecy/prophesy | | 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, principal/principle, profit/prophet, stationery/stationary  All homophones from KS2 | | 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 | |
| **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** | | | | | |
| Build on previous year & focus on:  Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity | Build on previous year & focus on:  Colons to introduce a list and semicolons for more elaborate lists Use commas, brackets and dashes for parenthesis  Semi-colon to separate two main clauses | Build on previous year & focus on:  Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning  Use range of punctuation taught at  KS2 (Speech punctuation) | Build on previous year & focus on:  Colon to introduce a list and semicolons for more elaborate lists Use commas to punctuate relative clauses  Speech punctuation  Use the semi-colon as the boundary between independent clauses Punctuation of bullet points  Hyphens used to avoid ambiguity | Build on previous year & focus on:  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  Using semi-colons as boundaries between independent clauses | Build on previous year & focus on:  The difference between structures typical of informal speech and structures appropriate to formal |
| **Terminology for Pupils:** | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | |