**Year 6 English Writing Overview** 

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| **Autumn 1** | Autumn 2 | Spring1 | Spring 2 | Summer1 | Summer 2 |
| Hansel and Gretelhttps://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 Journeyhttps://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)Homophonesadvice/advise, device/devise, licence/license,practice/practise, prophecy/prophesy | Words containing the letter string ‘-ough’Generating words from prefixes and suffixesWord endings: The /ʃəl/ sound, words ending ‘tial’ and ‘cial’(official, special, artificial, partial, confidential, essential)Homophonescompliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationaryAll 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 homophonesdraft/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 |