

Writing Overview Year 6

Text types	Writing to Entertain <i>(50% of the curriculum)</i> Narrative Descriptions Setting descriptions Characterisations Poetry	Writing to Discuss Balanced argument Newspaper article Review	Writing to Inform Report Recount Biography Newspaper article Essay	Write to Persuade Advertising Letter Speech Campaign
Composition and effect	Detailed description Use of paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence, etc.	Appropriate use of cohesive devices. Use of subjunctive form where needed. Paragraphs used to structure arguments. Maintain formal/ impersonal tone.	Clear purpose - viewpoint established and maintained Paragraphs used to group related ideas. Sections may contain more than one paragraph Heading/ subheadings Use of technical vocabulary. May include a glossary	Use of 2 nd person Personal pronouns Planned repetition Facts & statistics Hyperbole Link to oracy Use of colour and images
Grammar and Sentences	Use subordinate clauses to add detail or context. Use relative clauses to add detail or context. Use a wide range of sentence structures to add detail or context. Adverbials: meanwhile, later that day, silently, within moments, all night, nearby, under the tree tops, never before, -ing openers, -ed openers. Conjunctions: if, when, because, while, as, until. Whenever, once, since, although, unless, rather	Use modal verbs to convey degrees of probability. Use relative clauses to provide detail. Use adverbials to provide cohesion across the text. Use expanded noun phrases to describe detail. Use the passive voice to maintain personal tone. Adverbials: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion. Conjunctions: if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether.	Use subordinating conjunctions in varied positions. Use expanded noun phrases to inform. Use relative clauses to add further detail. Begin to use passive voice to remain formal and detached. Begin to use colons to link related clauses. Adverbials: meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example. Conjunctions: when, before, after, while, because, if, although, as	Use imperative and modal verbs to convey urgency Use adverbials to convey sense of certainty Use short sentences for emphasis Use of subjunctive form for formal structure Adverbials: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion Conjunctions: if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether
Vocabulary and Punctuation	High expectations that all writing will be punctuated accurately. Use: Brackets for incidents	Use: Brackets and dashes for parenthesis. Semi-colons to mark related clauses Commas to mark relative clauses	Use: Brackets or dashes to explain technical vocabulary.	Use: ? ! for rhetorical/ exclamatory sentences Colons and semi colons to list features, attractions or arguments.

	<p>Dashes to emphasise additional information</p> <p>Colons to add further detail in a new clause</p> <p>Semi-colons to join related clauses</p>	<p>Colons and semi-colons to punctuate complex lists.</p>	<p>Semi-colons to punctuate complex lists, including when using bullet points.</p> <p>Colons to introduce lists or sections.</p> <p>Brackets or dashes to mark relative clauses.</p> <p>Secure use of commas to mark clauses, including subordinating clauses.</p> <p>Use colons and semi-colons to mark clauses.</p> <p>Technical vocabulary</p> <p>Connective phrases</p>	<p>Dashes or brackets for parenthesis, including emphasis.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for the teaching of writing skills across the year	<p>Writing to Entertain:</p> <p>Space poetry for competition.</p> <p>Fiction story- diary</p> <p>Titanium music video for science</p> <p>Novel study – Holes.</p> <p>Writing to Inform:</p> <p>Titanium stimulus for news report</p>	<p>Writing to Entertain:</p> <p>The Little Match Girl story</p> <p>Writing to Persuade:</p> <p>Advert for pizza</p> <p>Food review</p>	<p>Writing to Entertain-</p> <p>Novel study – Pig Heart Boy</p> <p>Write alternative viewpoints to the story</p> <p>Writing to Inform –</p> <p>letters- formal/ informal</p>	<p>Writing to Discuss</p> <p>Balanced argument – should children do SATs</p> <p>Blood transfusion text</p>	<p>Writing to Entertain-</p> <p>High quality text to study and respond to: viewpoint</p> <p>Escape from school recount</p> <p>Shakespeare – forbidden love</p> <p>Retell religious story – Hinduism</p>	<p>Writing to inform</p> <p>Letters to the new year 6</p> <p>Poetry for performance</p>
Opportunity for writing across learning journeys:	<p>Write to Discuss</p> <p>Food reviews- DT/pizza LJ</p> <p>Write to inform- Newspaper -What did the Romans do for us?</p> <p>Biography</p> <p>Astronaut biography</p> <p>Explanation on moon phases (science)</p>		<p>Writing to inform</p> <p>Biography of artist – figure drawing</p> <p>Science report</p> <p>Materials</p> <p>Explanation text – how volcanoes are formed</p> <p>Earthquake escape plan</p>		<p>Writing to discuss</p> <p>Historical artefacts discussion/film how stone henge was created</p>	

