

## Class 6 writing overview- Year A

### Long Term Plan

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Wolves in the Walls	Rescuing Titanic	Harry Potter	Dark Sky Park	Last: The story of a white rhino	Leonardo DaVinci's Life of invention	Pax
Writing Outcome	Newspaper Report	Diary account	Narrative- descriptive writing	Poem	Non-Chronological Report- Conservation	Explanation text	Write the final chapter
Grammar Objectives	<ul style="list-style-type: none"> <li>- Use of subject and object</li> <li>- Active and passive voice</li> <li>- Speech including quotation</li> <li>- Adverbials indicating time</li> <li>- Relative pronouns and clauses</li> <li>- Conjunctions within and across sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of a colon within clauses</li> <li>- Active and passive voice</li> <li>- Hyphens to form compound adjectives</li> <li>- Adverbs/Modal verbs that indicate certainty or possibility</li> </ul>	<ul style="list-style-type: none"> <li>- Use of a semi colon</li> <li>- Conjunctions within and across sentences/ paragraphs</li> <li>- Parenthesis inc. Use of dashes, brackets and commas.</li> <li>- Commas used to separate clauses and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Select vocabulary appropriately for effect</li> <li>- Adverbial and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Organisational features including bullet points, headings and subheadings, text boxes</li> <li>- Conjunctions within and across sentences/paragraphs</li> <li>- Semi Colon within sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Adverbial and prepositional phrases</li> <li>- Conjunctions within and across sentences/ paragraphs</li> <li>- Ellipsis</li> <li>- Dash for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Subjunctive form</li> <li>- Adverbial and prepositional phrases</li> <li>- Conjunctions</li> </ul>
Sentence types	<ul style="list-style-type: none"> <li>- Noun, which/where/who/that EG. Cakes, <b>which</b> taste fantastic, are not so good for your heath.</li> </ul>	<ul style="list-style-type: none"> <li>- Outside (inside) sentences EG. He smiled and shook the man's hand warmly <b>(inside, however, he was more angry than he had ever been)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- Some; others sentences. EG: <b>Some</b> people love football; <b>others</b> just can't stand it.</li> <li>- Outside (inside) sentences EG. He smiled and shook the man's hand warmly <b>(inside, however, he was more angry than he had ever been)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- 3 bad- dash question? EG. <b>Greed, jealousy, hatred-</b> which if these was John's worst trait?</li> </ul>	<ul style="list-style-type: none"> <li>- De: De sentences (description: Detail) EG. The vampire is a dreadful creature: it kills by sucking all the blood from its victims.</li> </ul>		<ul style="list-style-type: none"> <li>- One word/Phrase: definition. EG: <b>Monday:</b> the longest day of the week!</li> </ul>

### Writing Age Related Expectation: Year 5

<u>Punctuation</u>	<u>Structure</u>	<u>Cohesion</u>	<u>Composition</u>	<u>Editing</u>	<u>Word Classes</u>	<u>Spelling</u>	<u>Handwriting</u>
<ul style="list-style-type: none"> <li>- Parenthesis inc. Use of dashes, brackets and commas.</li> <li>- Commas used to separate clauses and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Adverbs/Modal verbs that indicate certainty or possibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Adverbials indicating time.</li> <li>- Relative pronouns</li> <li>- Prefixes and suffixes.</li> <li>- Conjunctions within and across sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Select vocabulary appropriately.</li> <li>- Using texts from above as inspiration.</li> <li>- Maintain formality across a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Editing strips</li> <li>- Paired work</li> <li>- Green corrections in books</li> <li>- Proof reading</li> </ul>	Revision from previous year groups	See spelling scheme	Legible Fluent At appropriate speed

### Writing Age Related Expectation: Year 6

<u>Punctuation</u>	<u>Structure</u>	<u>Cohesion</u>	<u>Composition</u>	<u>Editing</u>	<u>Word Classes</u>	<u>Spelling</u>	<u>Handwriting</u>
<ul style="list-style-type: none"> <li>- Colon</li> <li>- Semi Colon</li> <li>- Dash</li> <li>- Bullet Points</li> <li>- Hyphens</li> </ul>	<ul style="list-style-type: none"> <li>- Active and passive voice.</li> <li>- Subject and Object.</li> <li>- Speech including quotation.</li> <li>- Subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>- Adverbial and prepositional phrases</li> <li>- Conjunctions within and across sentences/ paragraphs.</li> <li>- Ellipsis</li> <li>- Organisational devices for effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Select vocabulary appropriately for effect.</li> <li>- Using texts from above as inspiration.</li> <li>- Maintain formality and voice across a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Editing strips</li> <li>- Paired work</li> <li>- Green corrections in books</li> <li>- Proof reading</li> </ul>	Revision from previous year groups	See spelling scheme	Legible Fluent At appropriate speed