Sacred Heart Catholic Primary School Writing Long Term Plan – Year 6

Class	Autumn Term			Spring 1st Half Term			Summer 1st Half Term		
	Topic	Writing Tasks	Grammar & Punctuation Features	Topic	Writing Tasks	Grammar & Punctuation Features	Topic	Writing Tasks	Grammar & Punctuation Features
Year 6	Beginning of Term Assessment Girl and the Fox – Literacy Shed	(1) Adventure Story **Purpose: entertain**	Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s	Narrative – Story representing physical disabilities & medical conditions Wonder by R.J.Palacio	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story representing physical disabilities & medical conditions **Purpose: entertain**	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists	Narrative – Story about refugees Arrival by Shaun Tan or The wheel of Suga by Jamila Gavin	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story about refugees **Purpose: entertain**	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

	Friend or Foe By Michael Morpugo	(1) Descriptive opener describing character & setting **Purpose: entertain** (2) Dialogue – two main characters having a conversation **Purpose: entertain** (3) Historical Story **Purpose: entertain**	As above plus How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Non-Fiction Non-Chronological Report Planetarium by Raman Prinja **Purpose: inform**	(1) Write a paragraph covering a planet's location, position from the sun & how long year is (2) Describe the habitat of a planet (3) Write a report about a planet	Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Non-Fiction Explanation How a volcano works? How a river works? Or How climate change is effecting the world	(1) Draw a diagram and label (2) Explain one main feature (3) Write an explanation of how a volcano works, how a river works or how climate change is effecting the world. **Purpose: inform**	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

	Biography – based on a real person's life Black History Month Harold Moody	(1) Fact File – main events of life in order. (2) **Purpose: inform** Write about a main event in Harold Moody's life **Purpose: inform** (3) Biography of Harold Moody's Life **Purpose: inform**	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example,	Assessment Week	(1) Writing a story representing physical disabilities & medical conditions		Assessment Week	(1) Write a story about refugees **Purpose: entertain**	

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	Poetry Performance Poem	(1) Performance Poem Kit Write – Magic Box **/ Firework Box** **Purpose: entertain**	Nouns Adjectives Verbs Alliteration Similes Personification Metaphors Rhyme Rhythm	Poetry Language Features	(1) Writing a poem	Nouns Adjectives Verbs Alliteration Similes Adverbs Prepositions Metaphors Personification	Poetry – Poem on a theme	(1) Write a poem based on a theme **Purpose: entertain**	
	Assessment Week	(1) Adventure Story The Lighthouse Keeper **Purpose: entertain**	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	Non-Fiction – Persuasion Should we get rid of homework **Purpose: inform**	(1) Pamphlet outlining all the good things about homework (2) Pamphlet outlining all the bad things about homework (3) Writing a letter to Mrs Smith or the Education Minister which includes a balanced argument on whether we should get rid of homework	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].			The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the

	Narrative – Story with themes of friendship, kindness, bullying & homelessness The Night Bus Boy by Onjali Q Rauf	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story based on the themes of friendship, kindness, bullying & homelessness **Purpose: entertain**	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
	Applying Writing	(1) Recount a school trip – **Lincolnsfeild WWII experience** (2) Write a biography about a person linked to a different subject (RE – Therese of Liseux) (3) Write an		Applying Writing	(1) Report about a planet **Purpose: inform**		Applying Writing	(1) Write an informal letter recounting a school trip (2) Write a formal persuasive letter (3) Write an explanation **Purpose: inform**	

		explanation for a life cycle							Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]