

## Year 6 Overview

### Units

Writing Outcome:	ENTERTAIN	PERSUADE	POETRY	DISCUSS	INFORM	
<p><b>Rising from the rubble</b>  <b>Autumn 1</b>                      Diary - The Blitz                      War poetry - Remember why we remember                      Narrative - setting description (The Blitz)                      Balanced argument - To evacuate or not?</p> <p><b>Autumn 2</b>                      Narrative (Rose Blanche) Historical fiction                      Speech - Winston Churchill                      Letter - Letters from the Lighthouse                      TESTING WEEK</p>		<p><b>Frozen</b>  <b>Spring 1</b>                      Application letter - Ernest Shackleton                      Podcast - Sinking of the Titanic                      Diary - Robert Falcon Scott                      TESTING WEEK</p> <p><b>Spring 2</b>                      Narrative (Alma - retelling)                      Poetry - Dreadful Menace                      TESTING WEEK                      Narrative -</p>		<p><b>Kingdom of Benin</b>  <b>Summer 1</b>                      Macbeth - 2 weeks. Complaint letter                      Balanced argument - Rights to education?                      Narrative - Setting description of Africa</p> <p><b>Summer 2</b>                      Autobiography - 2 weeks                      Narrative - Journey to Johannesburg                      Biography - Own choice</p>		

### Suggested Texts

These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from.



## Skills and Knowledge

### Composition

- I can plan my writing by recording my first thoughts and noting down initial ideas.
- I can change my writing to fit the audience and purpose by adapting my vocabulary choices as appropriate to the text being written
- I can proof read for punctuation errors. Focus on the basics at this point in the term.
- I can give reasoned feedback on mine and others' work to improve it. I can read work for spelling errors and check them using a dictionary
- I can plan a detailed setting description using ideas from what I have read.
- I can plan a detailed character description using a film as a stimulus (Alma)
- I can draft my writing
- I can include speech in narrative writing to move the action on.
- I can set out my work using sub headings, headings, bullet points to structure a text and guide the reader.

### Vocabulary, grammar and punctuation

- I can use varied clause structures in my writing varying the position within their sentence
- Use expanded noun phrases to add detail, qualification and precision
- I can change vocabulary to suit the purpose of writing (formal/informal)
- I can use a semi colon to mark the boundary between independent clauses.
- I understand the term 'modal verb' and can use them appropriately in my writing (Year 5)
- I can use verb tense correctly

### Speaking and listening

- I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

### Handwriting

- I can write legibly, fluently and with increasing speed.

### Composition

- I can use different techniques to make my writing flow.
- I can link ideas across sentences and paragraphs using grammatical connections.
- I can plan my writing by recording my first thoughts and noting down initial ideas.
- I can change my writing to fit the audience and purpose by adapting my vocabulary choices as appropriate to the text.
- I can give reasoned feedback on mine and others' work to improve it. I can read work for spelling errors and check them using a dictionary
- I can proof read for punctuation errors including use of semi colons, commas after adverbials and punctuation for parenthesis.
- I can use different techniques to make my writing flow.

### Vocabulary, grammar and punctuation

- I can use a colon/dash to mark the boundaries between independent clauses.
- I can use a wide range of clause structures in my writing by varying the position within their sentence.
- I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- I can understand the difference between structures appropriate for formal speech and writing.
- I can use different methods of cohesion to make my writing flow (repetition, ellipses and adverbials)

### Speaking and listening

- I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

### Handwriting

- I can write legibly, fluently and with increasing speed.

### Composition

- I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
- I can mark and edit work to have the correct tense throughout.
- I can use different techniques to make my writing flow.
- I can plan my writing by recording my first thoughts using ideas from what I have read, heard and seen.
- I can draft my writing

### Vocabulary, grammar and punctuation

- I can use the full range of punctuation that I have been taught.
- I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
- Revision of key terminology.

### Speaking and listening

- I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

### Handwriting

- I can write legibly, fluently and with increasing speed.