

Writing Overview – Class 6

Autumn 1: Fiction	Autumn 2: Non-fiction	Spring 1: Fiction	Spring 2: Non-fiction	Summer 1: Fiction	Summer 2: Non-fiction
Vehicle Texts					
The Hound of the Baskervilles		King Kong		The Promise	
Writing Outcome and Writing Purpose					
Writing Outcome: Cliff hanger Narrative Purpose: To narrate	Writing Outcome: Formal Report Purpose: To inform	Writing Outcome: Dilemma Narrative Purpose: To narrate	Writing Outcome: Balanced Argument Purpose: To discuss	Writing Outcome: Character Narrative Purpose: To narrate	Writing Outcome: Bargain Letter Purpose: To persuade
Grammar: Word					
<ul style="list-style-type: none"> - The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone (refer to resources from <i>FARTHER</i> also). - Understand how words are related by meaning as synonyms and antonyms 					
<ul style="list-style-type: none"> - Develop understanding and use of verb prefixes (refer to resources from <i>When we Walked on the Moon</i> also). Use verb prefixes (un-, de-, re-, over-, dis- and mis- (refer to resources from <i>FARTHER</i> also). - Converting nouns or adjectives into verbs using suffixes 	<ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes (refer to resources from <i>The Lost Book of Adventure</i> also). 		<ul style="list-style-type: none"> - Further develop understanding and use of verb prefixes. Focus on verb prefixes mis-, over- and de- (refer to resources from <i>The Lost Book of Adventure</i> also). 		
Grammar: Sentence					
<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate to formal (use of question tags in informal speech) - Develop understanding of the passive to affect the presentation of information in a sentence - Use the subjunctive forms in some very formal writing and speech 					
<ul style="list-style-type: none"> - Expanded noun phrases to convey complicated information concisely (refer to resources from <i>When we Walked on the Moon</i> and <i>FARTHER</i> also). - Use fronted adverbials - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (refer to resources from <i>When we Walked on the Moon</i> also). 	<ul style="list-style-type: none"> - Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (refer to resources from <i>The Lost Book of Adventure</i> also). - Develop understanding of expanded noun phrases to convey complicated information concisely - Indicate degrees of possibility using adverbs and modal verbs (refer to resources from <i>When we Walked on the Moon</i> and <i>FARTHER</i> also). 		<ul style="list-style-type: none"> - Further develop ability to indicate degrees of possibility using modal verbs and adverbs (refer to resources from <i>The Lost Book of Adventure</i> also). 		
Grammar: Text					
<ul style="list-style-type: none"> - Use headings, sub-headings, columns and captions to structure information - Using cohesive devices, e.g. synonyms, accurate tense choices throughout the writing, etc. - Linking ideas within and across paragraphs using a wider range of cohesive devices 					
<ul style="list-style-type: none"> - Use of a range of sentence types for impact and cohesion 	<ul style="list-style-type: none"> - To begin to develop understanding in using devices to build cohesion within a paragraph. <p style="text-align: center;"><i>(Refer to resources from previous units)</i></p>		<ul style="list-style-type: none"> - To continue to develop understanding in using devices to build cohesion within a paragraph. <p style="text-align: center;"><i>(Refer to resources from previous units)</i></p>		
Grammar: Punctuation					
<ul style="list-style-type: none"> - Use dashes, colons and semi-colons to mark the boundary between independent clauses - Use colons to introduce a list - Semi-colons within detailed lists - Use hyphens to join words and avoid ambiguity 					
<ul style="list-style-type: none"> - Commas after fronted adverbials (refer to resources from <i>When we Walked on the Moon</i> and <i>FARTHER</i> also). - Commas, brackets and dashes for parenthesis (refer to resources from <i>When we Walked on the Moon</i> and <i>FARTHER</i> also). - Use commas for clarity and to avoid ambiguity (refer to resources from <i>The Lost Book of Adventure</i> also). 	<ul style="list-style-type: none"> - Inverted commas to indicate direct speech – reinforce from Year 4 (refer to resources from <i>When we Walked on the Moon</i> also). - Use of a comma after the reporting clause and use of end punctuation within inverted commas – reinforce from Year 4. - Commas, brackets and dashes for parenthesis. 		<ul style="list-style-type: none"> - Commas, brackets and dashes for parenthesis (further consolidation). 		
Terminology for Pupils					
<p>Year 5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p> <p>Year 6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>					