

Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)


Year 6 Writing Long Term Plan 2023-2024

Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	SPaG/ Grammar objectives
<p style="text-align: center;"><u>Autumn 1</u> <u>6 weeks</u></p>  <p style="text-align: center;">Anna at War Helen Peters Historical Fiction</p>	Week 1	Make predictions based on front cover. Read chapters 1-3 VIPERS questions Analyse chapter 3 and gather vocabulary. Read to chapter 6. Practise SATs paper.	For and Against paragraph - Should Mama send Anna away?	-Present/future tense -Formal tone -Personal opinion based on text	To persuade	Modal verbs Reason adverbs Key vocabulary from the book discussed and explained
	Week 2	Read up to chapter 14 (page 63) Read and analyse poems about the sea to gather useful vocabulary and phrases Reading VIPERS on chapters 7-13.	Setting description - The first time I saw the sea	-Past tense -First person -Informal -Adverbials -Emotive language	To entertain	First person Past tense Show not tell technique Think about your senses

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	<p>Week 3-4</p>	<p>Read to page 71. National Poetry Day</p>	<p>Informal letter from Anna to her parents</p>	<ul style="list-style-type: none"> - Informal/chatty style - Ask questions - First person - Present/past tense - Adverbials 	<p>To inform and entertain</p>	<p>Sentences: Subject-verb-object. Subject-verb phrase. Accurate punctuation – capitals, full stops, commas. I identify subjects and verbs in sentences. Clauses in sentences (subordinate and main/independent).</p>
	<p>Week 5</p>	<p>Read to page 133 (end of chapter 25). Read to the bottom of page 159: what advice would you give to Anna, Molly and Frank now?</p>	<p>Diary entry as Anna about Molly's betrayal</p>	<ul style="list-style-type: none"> - 'Diary style' – i.e. 'Dear Diary' and sign off - Colloquial language - First person - Past tense - Chronological order - Self-reflection (thoughts, feelings, opinions, hopes) - Detailed descriptions - Senses 	<p>To entertain</p>	<p>Paragraphing Adverbials of time, reason, manner, place, frequency, possibility</p>

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	Week 6	Read to page 186 - reading comprehension VIPERS chapters 30-33. Read to page 222. Read to the end of the book: voice record a response to the book on Seesaw.	Predict: Write the conversation that takes place between Colonel Ferguson and Mr Rivers. Optional task: Write the conversation that takes place between Anna and Winston Churchill.	-Accurate punctuation for dialogue -Clear character distinction -Alternative words for said	To entertain	Recap the rules for writing and punctuating dialogue
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Autumn 2 7 weeks Holes Louis Sachar Adventure Fiction 	Week 1	Chapter 1-3 VIPERS questions Inference – drawing Camp Green Lake from description in the book Chapter 3, 4, 5, 6 VIPERS questions	Character profile - Stanley Playscript – Trial of Stanley Yelnats	-Present tense -First person -Structured with colons	To entertain	Key vocabulary from the book explained (with images) and listed on Working Wall: Summer camp, cot, canteen, outlaw, gypsy, girl scouts. Use of colons in a transcript.

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	<p>Week 2</p>	<p>Analysing/ reading newspaper reports</p>	<p>Newspaper report - Theft of Clyde Livingston's sneakers</p>	<ul style="list-style-type: none"> -Catchy headline (pun) -Journalistic style -No bias -3rd person narrative -Reported and direct speech (1st person) -Structured in chronological order with introduction (5Ws) and concluding paragraph -Byline -Formatted in columns 	<p>To inform</p>	<p>Subject/verb Passive voice Adverbials of time Punctuation for speech, reported, direct speech</p>
	<p>Week 3</p>	<p>Chapter 7, 8, 9 reading VIPERS questions</p> <p>Reading to chapter 28</p>	<p>Discussion - Is Kissin' Kate Barlow a Villain?</p>	<ul style="list-style-type: none"> -Formal language -Third person -No bias -State facts only -Use of modal verbs - Passive voice - Subjunctive mood 	<p>To discuss</p>	<p>Pronouns - use past SATs test questions or SPAG.com</p>



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	Week 4	Reading to page 157	Zero's Story - tell the missing chapter of Zero's journey into the desert	-Humour -Dialogue -Tension building and exciting to read -Choice of first person or third person -Adverbials for TRMPPF	To entertain	Accurate use of commas Subordinate clause/subordinating conjunctions Hyphens
	Week 5 ASSESSMENT WEEK	SATs Reading paper from 2018 Read to end of chapter 38 in Holes				SATs SPaG paper from 2018
	Week 6-7	Read to end of book Watch film and make comparisons between the film and book	Non-chronological report - Camp Green Lake Survival Guide	-First person as Stanley -Informal and conversational tone -Humour -Format using sub-headings -Choice of tense	To inform and entertain	Colloquial language Modal verbs Question marks Dashes and brackets
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>

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<p><u>Spring 1</u> <u>7 weeks</u></p> <p>Escape from Pompeii Christina Ballit Historical Fiction</p> 	<p>Week 1</p>	<p>Read Escape from Pompeii (whole text)</p>	<p>Eye-witness account of eruption of Vesuvius</p>	<ul style="list-style-type: none"> -First person as a citizen in Pompeii -Shift in tenses -Varied sentence length -Noun, verb, adverb openers -Questions -Repetition for effect 	<p>To inform and entertain</p>	<p>Expanded noun phrases and commas Emotive language (similes, metaphors, onomatopoeia) Dashes Past progressive tense</p>
	<p>Week 2</p>	<p>Read Pliny's letters Vocabulary analysis VIPERS questions</p>	<p>Warning letter or speech to citizens of Pompeii and Herculaneum (writing for a historical and geographical purpose)</p>	<ul style="list-style-type: none"> -First person as a present day expert writing to people of the past -Formal language -Scientific and geographical terminology -Facts only - Introduction, main body, conclusion 	<p>To inform and persuade</p>	<p>Modal verbs Brackets TRaMP adverbials</p>
	<p><u>Spring 1 & 2</u> <u>6 weeks</u></p>	<p>Week 3</p>	<p>Read several stories from Faery Tales:</p>	<p>Making predictions and comparisons</p>	<ul style="list-style-type: none"> -Prediction in present/future tense 	<p>To discuss</p>

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<p>Faery Tales Carol-Ann Duffy Fables and Fairy Tales</p>		<p>Beauty and the Beast Ashputtel Snow White Little Red Cap Plus stories from Revolting Rhymes</p>	<p>across texts - historical and modern</p>	<p>-Bullet points and note taking for comparison</p>		
 <p>Revolting Rhymes Roald Dahl Poetry</p>	<p>Week 4</p>	<p>Recap all stories and their endings from previous lessons</p> <p>Reading comprehension - Beauty and the Beast</p>	<p>Alternative twisted ending for traditional fairy tale</p>	<p>-Third person -Author's voice in style of Carol-Ann Duffy -Fairytale features eg. They lived happily ever after</p>	<p>To entertain</p>	<p>Hyphens Ellipsis</p>
	<p>Week 5-6</p>	<p>Recap Faery Tales: Beauty and the Beast Ashputtel Snow White Little Red Cap</p>	<p>Newspaper report about an incident in a fairy story</p>	<p>-A witty headline -Introduction 5Ws -Reported and direct speech punctuated correctly -Alternate words for said eg. commented, stated, explained -Formal language -Third person impartial perspective</p>	<p>To inform and entertain</p>	<p>Punctuating speech correctly</p>

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	<p>Week 6</p> <p>Read more stories from Faery Tales and Revolting Rhymes</p> <p>Cinderella reading comprehension</p>	<p>Fairy tale which challenges the traditional stereotypes</p>	<p>-A traditional story with a beginning, middle and end</p> <p>-Third person</p> <p>-Dialogue</p> <p>-Description of setting and clear characterisation</p> <p>-Use of higher-level punctuation</p>	<p>To entertain</p>	<p>semi colons</p> <p>colons</p> <p>dashes</p>
	<p>Week 1</p> <p>Read more stories from Faery Tales and Revolting Rhymes</p>	<p>A Villain's Tale - story told from the villain's perspective</p>	<p>-A story with a beginning, middle and end</p> <p>-Third person</p> <p>-Dialogue</p> <p>-Description to create atmosphere</p>	<p>To entertain</p>	<p>Recap/Revision</p>
	<p>Week 2</p> <p>Read more stories from Faery Tales and Revolting Rhymes</p>	<p>After the 'Happily Ever After' story</p>		<p>To entertain</p>	<p>Recap/Revision</p>

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<p><u>Summer 1</u> <u>6 weeks</u></p>	<p>Weeks 1-4</p>	<p>SATs</p>				
<p><u>Summer 1 & Summer 2</u></p> <p>If we could talk to animals</p> <p>Poetry</p>	<p>Week 5-6 Week 1-4</p>	<p>Tyger tyger poem Analyse the poem, pick vocabulary</p> <p>Research for own non-chronological report</p>	<p>Write own animal based poem (Performing their own composition)</p> <p>Non-chronological report about animal of their choice.</p> <p>Diary entry - day in the life of a tiger</p>	<p>Figurative language, personification similes, metaphors, emotive language</p> <p>Formal language, brackets, parenthesis</p> <p>- 'Diary style' - i.e. 'Dear Diary' and sign off</p> <p>- Colloquial language - First person - Past tense - Chronological order - Self-reflection (thoughts, feelings, opinions, hopes)</p>	<p>To entertain</p> <p>To inform</p> <p>In entertain</p>	<p>Recap all previously taught spag</p>

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				-Detailed descriptions - senses		
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