

Writing: Composition

Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Topic They see the world like this (throughout the year)		Time Tunnel	Time Tunnel	Champions for Change	Champions for Change	Climate Control Go with the flow	Climate Control Go with the flow
Writing: Composition	Focus Text Type(s)	Poetry: The power of Imagery Fiction: Fiction Genres	Non-fiction: Journalistic Writing	Non-fiction: Biography and Autobiography	Fiction: Authors and Texts/ Extending Narratives	Non-fiction: Persuasive Writing	Poetry: Finding a voice Non-fiction: Argument
	Other text types	Diary	Recount	Letters/ Diaries	Revision	Play scripts	Explanations
	Grammar New/key vocabulary introduced Word Sentence Text Punctuation	<i>synonym, antonym</i> W2 Introduce how words are related by meaning as synonyms and antonyms [for example, big, large, little]. T1 Introduce 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 <i>on the other hand, in contrast, or as a consequence</i>],	<i>subject, object, bullet points</i> W1 Introduce the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] S2 Introduce the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , S3 or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	<i>active, passive, colon, semi-colon,</i> W1 Consolidate the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] S2 Consolidate the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>] S1 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)]. P2 Use of the colon to introduce a list and use of semi-colons within lists P3 Punctuation of bullet points to list information	<i>ellipsis, hyphen,</i> W2 Consolidate how words are related by meaning as synonyms and antonyms [for example, big, large, little]. P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>] P4 How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]	T1 Consolidate 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 <i>on the other hand, in contrast, or as a consequence</i>], T2 and ellipsis	Revision
Writing:	Spelling	See Whitehill Long Term Spelling Plans					

transcription							
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Reading	Children will read a selection of the texts (right). These might be looked at as a whole text or in extract form. They may be read individually, in groups and as a class.	Berlie Doherty: <i>Street Child</i> Range of poetry including Keats: <i>Ode to Autumn</i> WE Henley <i>Invictus</i> Range of World War I poetry (Jessie Pope, Sassoon etc)	George Layton: <i>The Fib</i> Michael Morpurgo: <i>This morning I met a whale</i> Range of narratives (extracts and short stories)	Roald Dahl: <i>Boy Tales of Childhood</i> Michael Foreman: <i>War Boy A Country Childhood</i> Philip Pullman: <i>I was a rat...or The scarlet slippers</i>	Michael Morpurgo <i>War Horse</i> Philippa Pearce <i>Tom's Midnight Garden</i> Reading Comprehension Revision	Louis Sachar: <i>The boy in the girls' bathroom</i> JRR Tolkien: <i>The Hobbit</i> Reading Comprehension Revision	Range of poetry including work by Emily Dickinson, Robert Frost, John Masefield, Carol Ann Duffy, Simon Armitage Newspaper features including First News

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Spoken Word	Pupils will be given a range of different opportunities to develop their speaking skills throughout the year. Below are some examples of what they might do.	Learning by heart	<i>Ode to Autumn</i>	Non-fiction: Journalistic writing	Biography/autobiography		Play script (Y6 play)
		Presentations	Periods of History Head Boy/Girl speeches	Year 6 Museum Day	Pupils' biographies	Party manifestos	Recycling projects
		Debate	Changing religion Divine rights	French revolution Aboriginal children	Women's right to vote Civil rights	Which is the fairest voting system?	Warnings – Do we listen/do we not?

