

# 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: <b>The power of Imagery</b> Fiction: <b>Fiction Genres</b>	Non-fiction: <b>Journalistic Writing</b>	Non-fiction: <b>Biography and Autobiography</b>	Fiction: <b>Authors and Texts/ Extending Narratives</b>	Non-fiction: <b>Persuasive Writing</b>	Poetry: <b>Finding a voice</b> Non-fiction: <b>Argument</b>
	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 <b>Introduce</b> how words are related by meaning as synonyms and antonyms [for example, big, large, little].  T1 <b>Introduce</b> linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ],	<i>subject, object, bullet points</i> W1 <b>Introduce</b> 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 <b>Introduce</b> 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 <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]  T3 <b>Layout devices</b> [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	<i>active, passive, colon, semi-colon,</i> W1 <b>Consolidate</b> 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 <b>Consolidate</b> 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 <b>Consolidate</b> 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 <b>clauses</b> [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 <b>Consolidate</b> linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], T2 and <b>ellipsis</b>	Revision
Writing:	Spelling	See Whitehill Long Term Spelling Plans					

transcription							
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<b>Reading</b>	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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<b>Spoken Word</b>	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.	<b>Learning by heart</b>	<i>Ode to Autumn</i>	Non-fiction: Journalistic writing	Biography/autobiography		Play script (Y6 play)	Poem
		<b>Presentations</b>	Periods of History Head Boy/Girl speeches	Year 6 Museum Day	Pupils' biographies	Party manifestos	Recycling projects	Year 6 Play
		<b>Debate</b>	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?	Children set the debate motion (e.g. about current issues, school uniform, graffiti )

