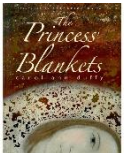
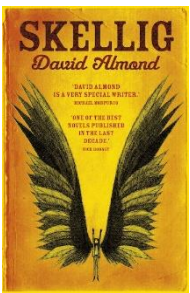
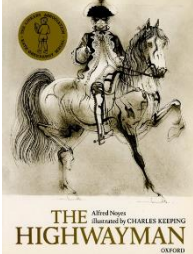
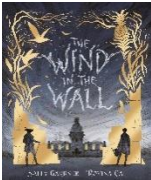


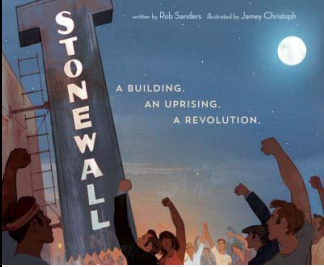
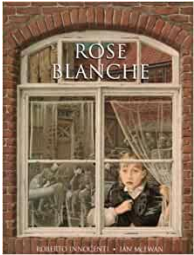
Year 6 plan for writing opportunities

Term	Topic/Focus	Quality Text/experiences	Main Unit Outcome and shorter writing opportunities	Punctuation and grammar skills		Cross Curricular themes (not all will necessarily be covered)		
Autumn Term 1	Learning from the past S-Evolution and inheritance H- What was life like in Tudor England? G-Why does population change? RE- Why do Hindus want to be good? Creation and Science- Conflict or complementary?	The Princess' blankets by Carol Ann Duffy  Skellig by David Almond 	<u>Fiction/ Narrative</u> The Princess' blankets- Persuasion- A letter to the king from the stranger requesting the opportunity to try to cure the princess Descriptive writing- Description of the river blanket- Skellig- Innovate a new chapter that includes their own creature	Revise- Conjunctions- co-ordinating and subordinating Articles Was and were Adverbials There, their and they're	Revise- Expanded noun phrases Subject-verb and object Apostrophes For contraction and possession both singular and plural	<u>History- Tudors</u> Non-fiction writing about the topic- such as Who was Henry V111?	<u>Science –</u> Explanation experiment- what sort of beak is most effective? Biography- about Charles Darwin Fact file- biography Who was Mary Anning?	<u>Reading</u> Reading journal weekly activities Summaries Of our class reading book and books that they have read themselves. Looking for evidence.
			<u>Non-Fiction</u> Non-Chronological report to describe their own imaginary creature Persuasive advertisement for the house/setting in Skellig	Features of a report- title/ subheading. Third person writing features Persuasive techniques	Revise- Imperative verbs Rhetorical questions			
Autumn Term 2		The Highwayman by Alfred Noyes	<u>Fiction/Narrative</u> Diary entry form the perspective of the different characters in the highwayman	New learning To include semi-colon	Pronouns to avoid confusion			

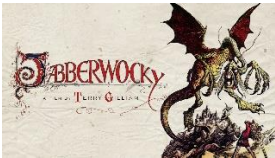
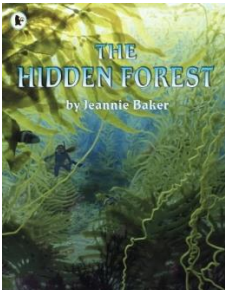
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		 THE HIGHWAYMAN Alfred Noyes Illustrated by CHARLES KEEPING	Retelling / adapt poem into a story told from different perspectives Perform and read aloud the poem					Book talk activities.
		The Giants necklace by Michael I Morpurgo  MICHAEL MORPURGO The Giant's Necklace	<u>Non-fiction</u> Newspaper article reporting on her disappearance and rescue	Features of a newspaper report- title/ subheading. Third person writing include speech which is punctuated carefully. Include semi-colon				Looking at the character of Cherry. What evidence do we find about this character? What impression do we have of her? Focus on poetry: Reading and performing. What do we notice about the poems we are enjoying?
Spring Term 1	Hearts and Minds S-Animals The circulatory system H- What was the impact of World War 2 on the people of Britain?	The wind in the wall by Sally Gardner  THE WIND IN THE WALL SALLY GARDNER	<u>Fiction/Narrative</u> Children to create a Gothic narrative based on The Wind in the wall	Using spag features of determiner, expanding the noun, adverbials and verbs to create suspense Some children may	Drivers/PSHE: Gay rights, LGBTQI+, activism, protest, uprising			

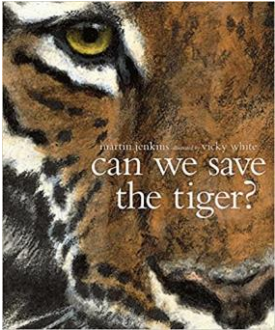
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	G- Where does our energy come from? RE_ What do Christians believe Jesus did to save people? What difference does the resurrection make to Christians? For Christians what kind of king is Jesus?	Stonewall by Rob Sanders 		be able to include a flashback				
			<u>Non-Fiction</u> A persuasive speech to motivate and inspire based on Stonewall	New learning Colons- when are they used? Features of persuasive writing. The difference between modal verbs and imperative verbs.				
Spring term 2	Hearts and Minds	Rose Blanche by Ian McEwan and Roberto Innocenti 	<u>Fiction/Narrative</u> <u>Diary writing</u> To write a diary on two days during the time of the beginning of the 2nd World War from the perspective of a German child. <u>Historical/adventure fiction</u> To write a narrative based on the story of Rose Blanche.	New learning What is the difference between direct and indirect speech?	Hyphens Revise Parenthesis- Brackets Relative clauses New learning	<u>Second World War</u> Diary of a child living through the blitz. Writing of a leaflet to explain all about rationing during the Second World War	<u>History</u> Second World War The Holocaust	

Year 6 plan for writing opportunities

		Heart dissection at Secondary school	<u>Non-Fiction</u> An explanation of how the heart works	Carefully chosen Headings and Sub-headings	Correct use of commas Comma splicing Alan Peat- If, if, if sentences Ed sentences		<u>Science</u> Healthy Living/Keeping our bodies fit and healthy. What happens if our bodies are not healthy?	
Summer Term 1	Discovery S- Electricity Living things and their habitats H- What does the census tell us about our local area? G – Why do Oceans matter? RE- Being my best Growing and changing	Jabberwocky by Lewis Carroll  The Hidden Forest by Jeannie Baker 	<u>Fiction/Narrative</u> Performance poetry Nonsense poetry of their own in the style of Jabberwocky Adventure story- Return of the Jabberwock <u>Non- Fiction</u> Balanced argument based on the Hidden Forest Letter to a character	The importance of carefully chosen Powerful Vocabulary portmanteau words Careful Organisation of paragraphs Revise features of a letter with appropriate Levels of formality for this letter.	New learning Active and passive voice.	Drivers/Science: Environment, conservation, activism Drivers/Science: Environment		

Year 6 plan for writing opportunities

Summer Term 2	Discovery	The Promise by Nicola Davies  TheTyger by William Blake Can we save the Tiger? By Martin Jenkins  Some places, more than others by Renee Watson 	<u>Fiction /Narrative</u> Create a sequel to continue the cyclical story of The Promise Increase familiarity with a wide range of poems from our literary heritage <u>Non- Fiction</u> Instructions inspired by Some places more than others Opportunity for discussion text using the book Can we save the tiger?	To include: passive and active voice. Include a range of sentences for effect. Powerful word choices. Rhetorical questions. Power of 3. Emotive language.		<u>PSHE</u> Some places more than others This project is timed with children moving on to secondary school and is aimed at helping them understand themselves and answer the question, what makes you, you?		
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