




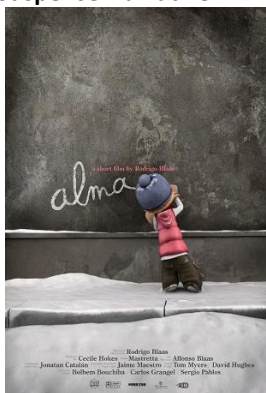

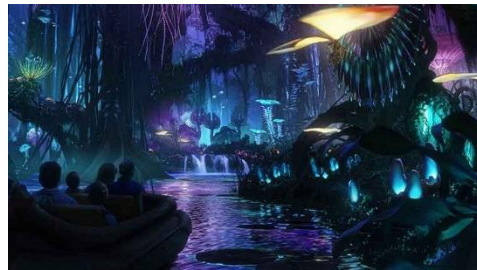

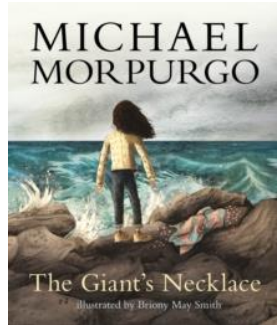





Year 6: Writing Sequenced Overview

Autumn Term																
1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	
Revision of Previous Year	Persuasive Speech: RWP: Battle Cry 			Newspaper Report Character Description 					Performance Poetry	Non-Chronology Report Vikings 				Play script: Bear and the Hare 		Flexible week
Basic Skills																
	History Link			History Link: Vikings					History Link: Vikings							
Sentence Knowledge							Grammar Knowledge							Punctuation Knowledge		
Identify and write a combination of sentence types to avoid repetition. Identify and write simple sentences to enhance the mood and add emphasis. Identify and write conjunctive adverbs to link paragraphs. Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence. Identify and write paragraphs to enhance the mood, add emphasis and alter the pace of the narrative. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader. Write legibly. Handwriting is joined, clear and fluent and where appropriate is adapted to a range of tasks. Describe settings and characters in narratives. Write for a range of purposes. Can use paragraphs to organise ideas.							Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me)) Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between informal speech and formal speech when writing. The full range of punctuation is controlled. Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up) Use of the colon to introduce a list and use of the semi-colon within a list. Correctly punctuated bullet points to list information. Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark). Use of fronted adverbial phrases Proof reading and editing is embedded as a process to further develop compositions.							Spell most words correctly from the year 5/6 word list and use a dictionary to check the spelling of uncommon or ambitious vocabulary. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Use commas and inverted commas mostly correctly. Making some correct use of semi-colons and colons. Making some correct use of dashes and hyphens.		
Spelling Knowledge	Spelling Shed Scheme Daily teaching & practice given in 'Retrieval 4' task															

Spring Term											
1	2	3	4	5	6		1	2	3	4	5
Revision of Previous Term	Dual Narrative: RWP: The Hunter and the Hunted			Suspense Narrative: Alma			Non-Chronological Report Pandora			Flashback Narrative Pandora	
Basic Skills											
Sentence Knowledge				Grammar Knowledge				Punctuation Knowledge			
Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions. Identify and write multi-clause compound sentences joined with two different subordinating conjunctions. Distinguish between active and passive voice. Identify and use dashes and ellipses in direct speech for characterisation. In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance action. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. Use passive and modal verbs mostly appropriately Use verb tenses consistently and correctly throughout their writing. Use a wide range of clause structures, sometimes varying their position within the sentence. Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.				Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me) Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between informal speech and formal speech when writing. The full range of punctuation is controlled. Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up) Use of the colon to introduce a list and use of the semi-colon within a list. Correctly punctuated bullet points to list information. Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark. Use of fronted adverbial phrases Proof reading and editing is embedded as a process to further develop compositions.				Spell most words correctly from the year 5/6 word list and use a dictionary to check the spelling of uncommon or ambitious vocabulary. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Use commas and inverted commas mostly correctly. Making some correct use of semi-colons and colons. Making some correct use of dashes and hyphens.			
Spelling Knowledge	Spelling Shed Scheme Daily teaching & practice given in 'Retrieval 4' task										

Summer Term														
1	2	3	4	5	6		1	2	3	4	5	6	7	
Revision of Previous Term Basic Skills	Diary Entry 		Flexible week SATS Week	Newspaper Report 			Poetic Form  The Power of Song/ Monologues/ Sonnets Spoken Word/Rap	Narrative : Titanium 			Auto-Biography 		Flexible week	
Sentence Knowledge				Grammar Knowledge				Punctuation Knowledge						
Identify and use colons to introduce lists. Identify and use colons to explain. Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Use relative clauses (starting with who, that, which, whose, where or when). Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use commas and inverted commas mostly correctly. Make some correct use of semi-colons and colons. Make some correct use of dashes and hyphens. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Use at least 4 different Alan Peat sentences (De: De sentence/ Some; others/ Imagine 3/ One word/ phrase: definition).				Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me)) Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between informal speech and formal speech when writing. The full range of punctuation is controlled. Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up) Use of the colon to introduce a list and use of the semi-colon within a list. Correctly punctuated bullet points to list information. Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark). Use of fronted adverbial phrases Proof reading and editing is embedded as a process to further develop compositions.				Spell most words correctly from the year 5/6 word list and use a dictionary to check the spelling of uncommon or ambitious vocabulary. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Use commas and inverted commas mostly correctly. Making some correct use of semi-colons and colons. Making some correct use of dashes and hyphens.						

**Spelling
Knowledge**

Spelling Shed Scheme
Daily teaching & practice given in 'Retrieval 4' task