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| **Year 6** | | **Writing Purpose** | | | | |
|  | | **Entertain** | | **Inform** | **Persuade** | **Discuss** |
| **Grammar** | | Use subordinate clauses to add detail or context, including in varied positions.  Use relative clauses to add detail or context  Vary structures to add interest | | Use subordinating conjunctions in varied positions  Use expanded noun phrases to inform  Use relative clauses to add further detail  Begin to use passive voice to remain formal or detached  Begin to use colons to link related clauses, | Use imperative and modal verbs to convey urgency  Use adverbials to convey sense of certainty: Surely, we can all agree…? • Use short sentences for emphasis.  Use of the subjunctive form for formal structure If I were you, I would... | Use modal verbs to convey degrees of probability  Use relative clauses to provide supporting detail  Use adverbials to provide cohesion across the text  Use expanded noun phrases to describe in detail  Begin to use passive voice to maintain impersonal tone |
| **Adverbials and Connectives** | | Adverbials Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers  Conjunctions if when because while as until whenever once since although unless rather | | Adverbials Meanwhile At first After Furthermore Despite As a result Consequently Due to For example  Conjunctions when before after while because if although as | Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion  Conjunctions if because although unless since even if rather whereas in order to whenever whether | Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion  Conjunctions if because although unless since even if rather whereas in order to whenever whether |
| **Punctuation** | | Use brackets for incidentals,  Use dashes to emphasise  Use colons to add further detail in a new clause  Use semi-colons to join related clauses, | | Use brackets or dashes to explain technical vocabulary  Use semi-colons to punctuate complex lists, including when using bullet points  Use colons to introduce lists or sections  Use brackets or dashes to mark relative clauses  Secure use of commas to mark clauses, including opening subordinating clauses  Begin to use colons & semi-colons to mark clauses | Use ? ! for rhetorical / exclamatory sentences  Use colons and semi-colons to list features, attractions or arguments  Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition. | **Use** brackets or dashes for parenthesis, including for emphasis  Use semi-colons for to mark related clauses  Use commas to mark relative clauses  Use colons and semi-colons to punctuate complex lists |
| *Term* | **Text and Author/Illustrator** |  |  | |  |  |
| *Autumn 1*  *ID* | **Wonder**  R.J. Palacio | Diary entries Letters | Factual information leaflets  Scripts for documentary | |  | Maxims and precepts  Newspaper article  Notes for discussion and role play |
| *Autumn 2*  *A Child’s War* | **Rose Blanche** by Roberto Innocenti and Ian McEwan | Writing in role  Letter writing | Diary writing | |  | Journalistic writing |
| **Goodnight Mister Tom** By Michelle Magorian | Poetry  Writing in role | Explanation diary | |  | Newspaper writing |
| *Spring 1*  *Gallery Rebels* | **The Carnival of the Animals** By James Berry | This unit starts from the music which leads into children writing their own poems and then into reading and critiquing the poems in the anthology. |  | |  |  |
| **Sensational! Poems inspired by the five senses** By Roger McGough | Poems  Narrative opening |  | |  | Personal responses to poems |
| *Spring 2*  *Blood Heart* | **Pig Heart Boy** Malorie Blackman | Diary entrie  Scripts for short plays and books trailers  Letters (both formal and informal)  Poetry  emails |  | | Notes and scripts for debates Persuasive texts | Newspaper article, |
| **Seasons of Splendour** by Madhur Jaffrey | Playscripts  Notes and scripts for retelling the story  Letter writing in role. | Notes for research  Annotations | |  |  |
| *Summer 1*  *Hola Mexico* | **Just So Stories** By Rudyard Kipling | Longer Narratives  Annotated Story Maps  Poems  Notes for poetry writing  Shared narratives |  | | Notes for debate |  |
| *Summer 2*  *Frozen Kingdom* | **Shackleton’s Journey** by William Grill | Story mapping  Character description  List poetry  Letter writing  Log writing  Speeches  Recount | Instructions  Quote  Note writing in role as character  Reading journals  Drawing and annotating  Text marking | |  | Newspaper reports |
| **ICE TRAP! Shackleton's Incredible Expedition By Meredith Hooper** | Story mapping  Character description  List poetry  Letter writing  Log writing  Speeches  Recount | Instructions  Quote  Note writing in role as character  Reading journals  Drawing and annotating  Text marking | |  |  |