

Sacred Heart Catholic Primary School

YEAR 6 WRITING PURPOSES LONG TERM PLAN 2016-17

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a board and balanced curriculum.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AUTHOR FOCUS	R.J. Palaccio and Malala		Nirmin/ Shaun Tan			
ENGLISH AROUND A BOOK	Lost Happy Endings Wonder	I am Malala Marcia Williams: WW2	The Island The Arrival War poetry	GAPS through picture books Extracts from classics	Myths and legends Short (Kevin Crossley Holland) Harris Burdick	Twisted fairy tales – Goldilocks on CCTV
	Non-fiction: Evolution		Non-fiction: Famous Scientists		Non-fiction: 1960s	
TEXT FOCUS	Mary Poppins Lyrics					
	<ul style="list-style-type: none"> Recommending books they have read to their peers, giving reasons for their choices. Learning a wider range of poetry by heart 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Learning a wider range of poetry by heart 	<ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Making comparisons within and across books. 	<ul style="list-style-type: none"> Recommending books they have read to their peers, giving reasons for their choices. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing.
PERSUADE						
INFORM/ EXPLAIN						
ENTERTAIN						

<p>GUIDED WRITING (DURING ENGLISH LESSONS)</p>	<ul style="list-style-type: none"> Identifying audience/purpose, selecting the appropriate form and using similar writing as models Noting and developing initial ideas, sometimes drawing on reading and research In narrative writing, considering how authors have developed characters and settings Selecting appropriate grammar and vocabulary, understanding the effect on meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational/presentational devices to structure text and guide the reader (eg. headings, bullet points, underlining) Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning Distinguishing between the language of speech and writing Proof-read for spelling and punctuation errors <p>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					
<p>POETRY</p>						
<p>SPELLING</p>	<ul style="list-style-type: none"> Learning a wider range of poetry by heart. Words ending in –ant, –ance/–ancy, –ent, –ence/–ency. Words ending in –able and –ible, words ending in –ably and –ibly. Adding suffixes beginning with vowel letters to words ending in –fer. Use of the hyphen. Words with the /i:/ sound spelt ei after c. Words containing the letter-string ough. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word). Homophones and other words that are often confused. Revision of objectives and words contained within word list. 					
<p>PUNCTUATION AND GRAMMAR</p>	<ul style="list-style-type: none"> Use expanded noun phrases to add detail or convey complicated information (<i>new baker's shop on the green</i>). Use ellipsis appropriately. Use semi-colon correctly Use a range of sentence types Use paragraphs 	<ul style="list-style-type: none"> Identify and use main and subordinate clauses accurately. Use brackets, dashes or commas to indicate parenthesis. Use a colon to introduce a list. Use paragraphs accurately Use atmosphere 	<ul style="list-style-type: none"> Use modal verbs (<i>may, might, should</i>) or adverbs (<i>perhaps, surely</i>) to indicate degrees of possibility Use and punctuate direct and reported speech accurately and know the difference 	<ul style="list-style-type: none"> Write complex sentences using an embedded clause beginning with <i>who, which, where, whose, when or that</i>, or with an implied relative pronoun. Use commas to clarify meaning or avoid ambiguity. Use colon to separate clauses 	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes (eg. –ate, –ise, –ify). Punctuate bullet points consistently. 	<ul style="list-style-type: none"> Use rhetorical questions to engage the reader. Use hyphens to avoid ambiguity (<i>the best-dressed boy</i>) where the individual words could cause confusion.

	<ul style="list-style-type: none"> Use modals Use apostrophe correctly 	and dialogue in narrative	between the two.			
HANDWRITING	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choosing the writing implement that is best suited for a task (eg. quick notes, letters). 					
ASSESSMENTS	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test 2016 tests	RS GAPS half termly test RS READING half termly test Sample tests	RS GAPS half termly test RS READING half termly test RS Optionals	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Survival!	World War 2	Heroes and Villains	Super Sleuth	Oh! I Do Like To Be Beside The Seaside	
Lead Subjects	Science	History	Science	Science	Design and Technology	
	Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits	Understanding of the history of WW2	Famous scientists and their contributions to the world	Classification including subdivisions for vertebrates and invertebrates	Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control	
	Physical Education	Physical Education	Design and Technology		History	
	Evolution of dance - create and perform dance pieces from a range of dance crazes	Dance - create and perform a collaborative or individual dance piece	Food - chefs, food heroes, designing a healthy menu/eatwell plate		Aspect of British history beyond 1066 - leisure and entertainment The Sixties	
	Art and Design	Science			Art and Design	
	Drawing and painting developed into digital art; developing sketchbook ideas	Light - exploring the way light behaves including light sources, reflection, shadows			Drawing and painting developed into collage / batik / felt making	
	Geography	Art and Design			Music	
World's countries and key features - research	Painting inspired by music			Creating - explore, choose and organise musical structures, e.g. composing a rap		

Additional Subjects					Geography	
					Human geography, land use, economic activity, OS mapwork	
					Science	
					Electricity	
	PSHE			Art and Design	Music	<i>tbc February 2015</i>
				Music		
	Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)					
	IT / DL - digital research		IT - multimedia	CS - computational thinking	IT / CS / DL - digital research, communication and collaboration / networking	CS - programming / computational thinking / hardware
	Mathematics					
	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	English					
Novel as a theme	Classic fiction	Older literature	Detective / crime fiction	Short stories with flashbacks	Recount: autobiography	
Biography	Poetry – Songs and Lyrics	Information text hybrid	Explanations	Novel as a theme	Debates / discussion	
	Persuasion: A Formal Review	Poems with imagery		Classic narrative poetry	Poems on a theme	
Ongoing	Physical Education			eSafety	English	
	Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.			Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.	

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing	Play Script
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)		
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)		
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)		
	Stories with familiar settings	Retell event			
	Myths	Biography			
	Legends	Autobiography			
	Fables				
	Stories from other cultures				
	Adventure				
	Mystery				
	Issue / dilemma				
	<ul style="list-style-type: none"> • Wanted poster • Diary entry of character • Eyewitness account as character 				
	Imaginary world / Sci-fi				
Flashback/ Flashforwards					