



Raeburn Primary School LONG TERM WRITING PLAN YEAR 6

	Autumn War and conflict (World War 2)	Spring South America (Maya)	Summer Surviving and thriving						
Fiction/Non Fiction Text Focus	'Goodnight Mr Tom' by Michelle Magorian 'Macbeth' William Shakespeare	'The Explorer' by Katherine Rundell	'Survivors' by David Long 'Shackelton's Journey' by William Grill						
Poetry Focus	The Blitz Descriptive poetry (imagery and figurative language)	River Poetry Concrete poem (imagery and figurative language)							
Purpose for writing - Entertain - Inform - Persuade - Discuss	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Entertain</p> <ul style="list-style-type: none"> Character description Story opening Poetry Diary entries <p>Inform</p> <ul style="list-style-type: none"> Newspaper about the Blitz Biography of Hitler <p>Persuade</p> <ul style="list-style-type: none"> Argument - Leaders Rationing persuasive letter </td> <td style="width: 50%; vertical-align: top;"> <p>Entertain</p> <ul style="list-style-type: none"> Witches chant <p>Discuss</p> <ul style="list-style-type: none"> Character analysis of Macbeth and Lady Macbeth </td> </tr> </table>	<p>Entertain</p> <ul style="list-style-type: none"> Character description Story opening Poetry Diary entries <p>Inform</p> <ul style="list-style-type: none"> Newspaper about the Blitz Biography of Hitler <p>Persuade</p> <ul style="list-style-type: none"> Argument - Leaders Rationing persuasive letter 	<p>Entertain</p> <ul style="list-style-type: none"> Witches chant <p>Discuss</p> <ul style="list-style-type: none"> Character analysis of Macbeth and Lady Macbeth 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Entertain</p> <ul style="list-style-type: none"> Setting description Poetry <p>Inform</p> <ul style="list-style-type: none"> Non Chronological report about the rainforest </td> <td style="width: 50%; vertical-align: top;"> <p>Discuss</p> <p>Rainforest balanced argument</p> </td> </tr> </table>	<p>Entertain</p> <ul style="list-style-type: none"> Setting description Poetry <p>Inform</p> <ul style="list-style-type: none"> Non Chronological report about the rainforest 	<p>Discuss</p> <p>Rainforest balanced argument</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; vertical-align: top;"> <p>Entertain</p> <ul style="list-style-type: none"> Snapshot moment </td> <td style="width: 30%; vertical-align: top;"> <p>Transition Unit</p> </td> </tr> </table>	<p>Entertain</p> <ul style="list-style-type: none"> Snapshot moment 	<p>Transition Unit</p>
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National Curriculum Objectives	<p><u>Year 5</u></p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within [for example, then, 	<p><u>Year 6</u></p> <p><u>Writing - composition</u></p>	<p><u>Year 6</u></p> <p><u>Writing - composition</u></p>						

	<p>after, that, this, firstly] and across paragraphs [using adverbials of time, place and number or tense choices]</p> <p><u>Year 6</u> <u>Writing - composition</u></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance 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 [repetition of a word or phrase, grammatical connections such as the 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance 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 [repetition of a word or phrase, grammatical connections such as the use of adverbials (other hand, in contrast) and ellipses. using further organisational and presentational devices to structure text and to guide the reader [for example, 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance 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 [repetition of a word or phrase, grammatical connections such as the use of adverbials (other hand, in contrast) and ellipses. using further organisational and presentational devices to structure text and to guide the reader [for example,
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	<p>use of adverbials (other hand, in contrast) and ellipses.</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub headings, columns, bullets, or tables] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - editing stations • proofread for spelling and punctuation errors • perform their own compositions <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to: (Y6 focus)</p> <p>develop their understanding of the concepts set out in <u>English appendix 2</u> by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing 	<p>headings, sub headings, columns, bullets, or tables]</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to: (Y6 focus)</p> <p>develop their understanding of the concepts set out in <u>English appendix 2</u> by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause 	<p>headings, sub headings, columns, bullets, or tables]</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to: (Y6 focus)</p> <p>develop their understanding of the concepts set out in <u>English appendix 2</u> by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause
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	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for year 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using commas to indicate parenthesis • using semicolons, colons to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for year 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for year 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
Vocabulary	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		