Year 6 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	**The Sweep's Boy** **Narrative** Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour. **Transform for GDS** Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	**The Sweep's Boy** **Narrative** Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour. **Transform for GDS** Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	**The Sweep's Boy** **Narrative** Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour. **Transform for GDS** Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	**The Sweep's Boy/Child labour in the Victorian era** **Persuasion** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. **Transform for GDS** Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and	**The Sweep's Boy/Child labour in the Victorian era** **Persuasion** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. **Transform for GDS** Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and	**The Sweep's Boy** **Recount** Write a recount in a specific form with a clear audience ensuring formality is appropriate. **Transform for GDS** Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article.	**The Sweep's Boy** **Recount** Write a recount in a specific form with a clear audience ensuring formality is appropriate. **Transform for GDS** Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article.

Year 6 Writing Overview

				an informal speech with formal features.	an informal speech with formal features.		
Autumn 2	**The Highwayman** **Poetry** Recognise themes in the poem such as love, loss and heroism. Explore and explain imagery including metaphor and personification. Interpret poems explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, narrative and identify typical features.	**The Highwayman** **Poetry** Explain the impact of figurative and expressive language including metaphor. Comment on poem's structures and how these influence meaning. Analyse how messages, moods, feelings and attitudes are conveyed in poetry.	**The Highwayman** **Narrative** Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. **Transform for GDS** Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	**The Highwayman** **Narrative** Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. **Transform for GDS** Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	**The Highwayman** **Narrative** Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. **Transform for GDS** Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	**The Amazon** **Non-chronological report** Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. **Transform for GDS** Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	**The Amazon** **Non-chronological report** Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. **Transform for GDS** Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.

Year 6 Writing Overview

Spring 1	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	
	Discussion	**Discussion**	**Narrative**	**Narrative**	**Recount**	**Recount**	
	Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.	Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.	Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Write a recount in a specific form with a clear audience ensuring formality is appropriate.	Write a recount in a specific form with a clear audience ensuring formality is appropriate.	
	Transform for GDS	**Transform for GDS**	**Transform for GDS**	**Transform for GDS**	**Transform for GDS**	**Transform for GDS**	
	Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	Independently use a non- linear structure to show control of formality for different shifts of time.	Independently use a non- linear structure to show control of formality for different shifts of time.	Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article.	Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article.	

Year 6 Writing Overview

Spring 2	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace		
	Narrative	**Narrative**	**Narrative**	**Non-fiction (choice)**	**Non-fiction (choice)**		
	Plan and write a story with two narrators to tell the story from different perspectives.	Plan and write a story with two narrators to tell the story from different perspectives.	Plan and write a story with two narrators to tell the story from different perspectives.	Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.	Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.		
	Transform for GDS	**Transform for GDS**	**Transform for GDS**				
	Independently change the formality of the two narrators so that they contrast.	Independently change the formality of the two narrators so that they contrast.	Independently change the formality of the two narrators so that they contrast.				
Summer 1	**Goodnight Mr Tom**	**Goodnight Mr Tom**	**Goodnight Mr Tom**	**SATs Week**	**Goodnight Mr Tom/World War 2**	**Goodnight Mr Tom/World War 2**	**Goodnight Mr Tom/World War 2**
	Narrative	**Narrative**	**Narrative**		**Explanation**	**Explanation**	**Explanation**
	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.		Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.

Year 6 Writing Overview

	Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.	**Transform for GDS** Independently include dialogue to show shifts of formality; develop character and move the action forward.	**Transform for GDS** Independently include dialogue to show shifts of formality; develop character and move the action forward.		**Transform for GDS** Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.	**Transform for GDS** Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.	**Transform for GDS** Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.
Summer 2	**Derwent Hill** **Non-chronological report** Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required	**Derwent Hill** **Non-chronological report** Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required.	**Derwent Hill** **Persuasion** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.	**Derwent Hill** **Persuasion** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.	**Narrative** Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. **Transform for GDS** Write own story that they have always wanted to write!	**Narrative** Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. **Transform for GDS** Write own story that they have always wanted to write!	

Year 6 Writing Overview

	Transform for GDS	Transform for GDS	Transform for GDS	Transform for GDS			
	Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.			

Year 6 Writing Overview