Writing long Term Planning and Overview

Year 6

Text Type	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction (Texts and Writing Outcomes) (3 weeks)	Goodnight Mister Tom Michelle Magorian Comparative setting Informal letter in role	Goodnight Mister Tom Michelle Magorian Narrative- The Blitz Diary in role	Ancient Greek Myths and Legends Pandora's Box Theseus and the Minotaur Perseus and Medusa Narrative Formal letter in role Plan and write Ancient Greek Myth	Global Warming event- Narrative of what happened/ escape/ rescue	The Lion, The Witch and The Wardrobe C.S.Lewis Setting description- Alternative world through the wardrobe- narrative Persuasive speech	The Curse of the Maya Johnny Penrice and Andy Loneragan Diary entry in role Maya myth- based on the myth of the mask
Non- Fiction (Texts and Writing Outcomes) (2 weeks)	WWII Non-fiction based texts Balanced argument- evacuation Instructional text- How to survive an air-raid The Battle of Britain- Information text	WWII Non-fiction based texts Non-chronological report- roles of women during WWII Propaganda- persuasive poster D-Day- Information text	Ancient Greece based non-fiction texts Athens V Sparta Would you rather be an Athenian or a Spartan? Instructional writing- How to write an Ancient Greek myth	Global Warming- range of non-fiction based texts Newspaper article- Natural disaster Persuasive letter- Act now to save the planet	Global Warming- range of non-fiction based texts Information text- Renewable and non-renewable sources of energy Newspaper report- the effects of Global Warming	Ancient Maya based non- fiction texts Instructional writing- How to play Pok-A-Tok Museum leaflet- curating Ancient Maya Artefacts
Poetry (Texts and Writing Outcomes) (1 week)	The Lady of Shalott Alfred, Lord Tennyson Modern day version of Part 4		Free Verse poetry Linked to Global Warming and destruction of the Earth		Daffodils William Wordsworth Awe of nature based poem	
Vocabulary, Grammar & Punctuation (National Curriculum)	Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Sentence: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Text: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					

	• Punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points					
Spelling (Spelling Shed)	Challenge Words – Over the half term	1, Spelling Rules: Words with the short vowel sound /i/ spelled y 2. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 3. Spelling Rules: Adding the prefix '-over' to verbs. 4. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' 5. Spelling Rules: Words which can be nouns and verbs. 6. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' 7. Spelling Rules: Words with a 'soft c' spelled /ce/	1, Selling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 2. Spelling Rules: Words with the /f/ sound spelled ph. 3. Spelling Rules: Words with origins in other countries 4. Spelling Rules: Words with unstressed vowel sounds. 5. Spelling Rules: Words with endings /shuhl/ after a vowel letter.	Spelling Rules: 1, Words with endings /shuhl/ after a consonant letter. 2. Spelling Rules: Words with the common letter string 'acc' at the beginning of words. 3. Spelling Rules: Words ending in '-ably.' 4. Spelling Rules: Words ending in '-ible' 5. Spelling Rules: Adding the suffix '-ibly' to create an adverb. 6. Spelling Rules: Changing '-ent' to '–ence.	1,Spelling Rules: -er, -or, -ar at the end of words. 2. Spelling Rules: Adverbs synonymous with determination. 3. Spelling Rules: Adjectives to describe settings 4. Spelling Rules: Vocabulary to describe feelings. 5. Spelling Rules: Adjectives to describe character 6. Grammar Vocabulary	1,Grammar Vocabulary 2, Mathematical Vocabulary