

## Year 6 Writing Long Term Plan

Autumn			Spring			Summer		
<b><u>Narrative and books used</u></b>	<b><u>Fiction-</u></b> Goodnight Mister Tom- 760 Lexile	<b><u>Non-fiction</u></b> <b>The Great Kapok Tree- 590L</b> Recount, explanation Report	<b><u>Narrative and books used</u></b>	<b><u>Fiction-</u></b> The Nowhere Emporium	<b><u>Non-fiction-</u></b> Survivors Greek unit	<b><u>Narrative and books used</u></b>	<b><u>Fiction</u></b> Harry Potter and the Goblet of Fire 880L	<b><u>Non-fiction</u></b> Mayan unit Our world our future Evolution and inheritance
<b><u>Grammar focus</u></b>	<b>W1 S1 S2 S3 T1 T2 P3 W1 P1 P2</b> <b>Refresh punctuating speech accurately</b>		<b><u>Grammar focus</u></b>	<b>W1 S1 S2 S3 T1 T2 P3 W1 P1 P2</b>		<b><u>Grammar focus</u></b>	<b>Revisit all</b>	
<b><u>Terminology</u></b>	Refresh word types, relative clause, bracket, dash, hyphenated words, ellipsis, formal, informal, colon, semi-colon, headings-subheadings		<b><u>Terminology</u></b>	Commas, colon, semi-colon, adverbials, subjunctive forms, synonyms, antonyms, passive, subject, object		<b><u>Terminology</u></b>	<b>Refresh all</b>	
<b><u>Big Write opportunities</u></b>	Story – narrative Willie arriving- Willie departing Character descriptions then use within writing Setting descriptions- The Great Kapok Tree- re-write	Newspaper report- Little Weirworld Diary entry- evacuation Double Page spread- animal/plant Explanation link Science Report linked to Black History texts	<b><u>Big Write opportunities</u></b>	Informal Persuasive wonder creation-  Story from the point of entering wonder Dialogue between characters	Formal Persuasive- Should Daniel work for the Nowhere Emporium Report-Environment, climate change, Greek myths etc.	<b><u>Big Write opportunities</u></b>	Setting description of great hall and each school entering the hall Recount from Harry on his name being read out Challenge created and explanation on how to complete	Discussion- Our world our future link – linked to persuasive on individually selected topic
<b><u>Poetry</u></b>	Vocab building – war poem – evacuation- Monologue		<b><u>Poetry</u></b>	Vocab building, rhyming advert for wonder		<b><u>Poetry</u></b>	<b>Poet appreciation- world future focus</b>	

Grammar Year 5	
<b>Word</b>	Converting nouns or adjectives into verbs and using suffixes e.g. -ate, -ise, -ify Verb prefixes: dis, de, mis, over and re-
<b>Sentence</b>	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indication degrees of possibility using adverbs : surely, perhaps or using modal verbs: might, should, will, must
<b>Text</b>	Devices to build cohesion within a paragraph: then, after that, this, firstly Linking ideas across paragraphs using: adverbials of time e.g. later Place e.g. nearby number e.g. secondly or tense choices e.g. he had seen her before
<b>Punctuation</b>	Brackets Dashes or commas to indicate parenthesis Use of commas to clarify mean or avoid ambiguity
<b>Terminology</b>	Modal verb, relative pronoun, relative clause, Parenthesis , bracket, dash, cohesion, ambiguity

Grammar Year 6	
<b>Word</b>	<b>W1</b> The difference between vocabulary in informal and formal speech and writing e.g. find out – discover , ask for - request <b>W2</b> How words are related by meaning as synonyms and antonyms e.g. big , large , little
<b>Sentence</b>	<b>S1</b> Use of passive to affect the presentation of information in a sentence e.g. The window in the green house was broken by the boy <b>S2</b> The difference between structures typical of informal speech and structures appropriate for formal speech and writing <b>S3</b> The use of subjunctive forms such as 'If I were or Were they to- in formal writing and speech
<b>Text</b>	<b>T1</b> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast or as a consequence Linking ideas across paragraphs using: <b>T2</b> and ellipsis <b>T3</b> Layout devices e.g. headings, sub headings, columns, bullets, or tables
<b>Punctuation</b>	<b>P1</b> Use of the semi-colon, colon, dash to mark the boundary between independent clauses <b>P2</b> Use a colon to introduce a list and use semi-colons within lists <b>P3</b> Punctuation of bullet points to list information <b>P4</b> How hyphens can be used to avoid ambiguity e.g. man eating shark, man-eating shark recover vs re-cover
<b>Terminology</b>	Subject, object, active, passive, synonym, antonym , ellipsis, hyphen, colon, semi-colon , bullet points

### Grammar – Year 2

<b>Word</b>	Formation of nouns using suffixes such as –ness, –er and compound nouns e.g. whiteboard Formation of adjectives using suffixes such as ful, less Use of the suffixes –er, –est in adjectives The use of –ly to turn adjectives into adverbs
<b>Sentence</b>	Subordination ( when, if, that , because,) and co-ordination (or, and, but) Expanded noun phrases for description and specification Functions- statements, exclamation, question or command
<b>Text</b>	Tense- present and past Tense- past and present progressive- she was shouting, he is drumming
<b>Punctuation</b>	Capital letter, full stops, question marks and exclamation marks Commas to spate items in a list Apostrophes for contractions Apostrophes to mark possessions in nouns ‘the girl’s shoes’
<b>Terminology</b>	Noun, noun phrase, statement, questions, exclamation, command, suffix, adjective, adverb, verb, tense- past and present, apostrophe, comma

### Grammar Year 3

<b>Word</b>	Formation of nouns using a range of prefixes e.g. super, anti, auto Use of forms a or an before a consonant or vowel e.g. a rock, an egg Word families exploration e.g. solve, solution, solver, dissolve, insoluble
<b>Sentence</b>	Expressing time, place and cause using: <ul style="list-style-type: none"> <li>• Conjunctions- when, before, after, while, so because</li> <li>• Adverbs- then, next, soon, therefore</li> <li>• Prepositions- before, after, during, in, because of</li> </ul>
<b>Text</b>	Introduction to paragraphs to group related material Headings and sub-headings to aid presentation Present perfect form of verbs instead of simple past e.g. he has gone out to play contrasted with he went out
<b>Punctuation</b>	Introduce inverted commas to punctuate direct speech
<b>Terminology</b>	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks

### Grammar Year 4

<b>Word</b>	The grammatical difference between plural and possessive –s Standard English forms of verb instead of local forms. E.g. we were, not we was etc.
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and Prepositional phrases Fronted adverbials, e.g. Later that day,
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and ending the punctuation within the inverted commas The conductor shouted, “Sit down!” Apostrophes to mark plural possession e.g. the girl’s name, the girls’ names Use of commas after fronted adverbials
<b>Terminology</b>	Determiner, pronoun, possessive pronoun, adverbial