



Year 6 Writing Long Term Plan

Term	Length	Stimulus	Genre	Skills	GD
Autumn 1 8 Weeks	3 weeks	Harry Potter – The Cursed Child	Narrative <ul style="list-style-type: none"> Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control. 	<ul style="list-style-type: none"> Integrate dialogue in narrative to convey character and advance the action. Describe settings and characters building a distinct atmosphere Write effectively for each purpose and selected audience, showing good awareness of the reader. Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Draw on their knowledge of etymology and morphology to support spelling. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Consciously control the structure of sentences. Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. Evaluate, draft and re-draft
	2 weeks	Eden Camp	Recount <ul style="list-style-type: none"> Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog. Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article 	<ul style="list-style-type: none"> Write a recount in a specific form with a clear audience ensuring formality is appropriate. Write effectively for each purpose and selected audience, showing good awareness of the reader. Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Draw on their knowledge of etymology and morphology to support spelling. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Consciously control the structure of sentences. Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. Evaluate, draft and re-draft

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	2 week	Beyond The Lines	<p>Letter Writing & Diary Entries</p> <ul style="list-style-type: none"> • Write a diary entry and letter in a specific form with a clear audience ensuring formality is appropriate e.g. blog. • Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article 	<ul style="list-style-type: none"> • Write a diary entry/letter in a specific form with a clear audience ensuring formality is appropriate. • Write effectively for each purpose and selected audience, showing good awareness of the reader. • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. • Draw on their knowledge of etymology and morphology to support spelling. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Consciously control the structure of sentences. • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. • Evaluate, draft and re-draft
Autumn 2 7 Weeks	3 weeks	Beyond the Lines	<p>Narrative</p> <ul style="list-style-type: none"> • Plan and write a story with a very distinct atmosphere –eg. suspense, panic, humour. • 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 	<ul style="list-style-type: none"> • Integrate dialogue in narrative to convey character and advance the action. • Describe settings and characters building a distinct atmosphere • Write effectively for each purpose and selected audience, showing good awareness of the reader. • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. • Draw on their knowledge of etymology and morphology to support spelling. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Consciously control the structure of sentences. • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. • Evaluate, draft and re-draft



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2 weeks	WWII	<p>Non-chronological report</p> <ul style="list-style-type: none"> 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 e.g. web page. Independently change the report to include managed shifts of formality, appealing to different/multiple audiences. 	<ul style="list-style-type: none"> 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 e.g. web page. Use layout devices, such as headings, sub-headings, bullets and tables to structure texts. Write effectively for each purpose and selected audience, showing good awareness of the reader. Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Draw on their knowledge of etymology and morphology to support spelling. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Consciously control the structure of sentences. Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. Evaluate, draft and re-draft
1 week	Flanders Field	<p>Assessment Week Poetry</p>	<ul style="list-style-type: none"> Write a response to the soldiers in the poem. 	
1 week	Literacy Shed – Little Freak	<p>Diary Entry</p> <ul style="list-style-type: none"> Write a diary entry in a specific form with a clear audience ensuring formality is appropriate e.g. blog. 	<ul style="list-style-type: none"> Write a diary entry in a specific form with a clear audience ensuring formality is appropriate. Write effectively for each purpose and selected audience, showing good awareness of the reader. Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Draw on their knowledge of etymology and morphology to support spelling. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Consciously control the structure of sentences. Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. Evaluate, draft and re-draft



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Spring 1 6 weeks	1 week Culture Week	Buffalo and Eagle Wing	Narrative - Myth <ul style="list-style-type: none">• Write in the style of a particular author, extend ways to link paragraphs using adverbs and adverbial phrases.	<ul style="list-style-type: none">• Effectively use dialogue to convey character and advance the action.• Write in the style of a particular author, , extend ways to link paragraphs using adverbs and adverbial phrases.• Use a wide range of presentational and organisational features to structure texts specific to the form and audience.• Begin to adapt writing based on a change in the audience.• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.• Use commas to clarify meaning and avoid ambiguity.• Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.• Consistently produce legible joined handwriting	<ul style="list-style-type: none">• Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.• Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.• Use the full range of punctuation taught correctly and appropriately.• Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.
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	2 weeks	Literacy Shed Titanium	Narrative <ul style="list-style-type: none">• Plan and write a nonlinear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.• Independently use a nonlinear structure to show control of formality for different shifts of time.	<ul style="list-style-type: none">• In narratives, describe settings, character and atmosphere.• Integrate dialogue in narratives to convey character and advance the action.• Use the range of punctuation taught at key stage 2 mostly correctly.• Use verb tenses consistently and correctly throughout their writing.• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.• Maintain legibility in joined handwriting when writing at speed.	<ul style="list-style-type: none">• Use a non-linear structure to show assured and conscious control of formality for different shifts of time.• Independently choose vocabulary and language features appropriately for the style and tone of the text.• Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes.• Distinguish between the language of speech and writing and choose the appropriate register.• Choose to combine different text types and associated language features for effect and specific purpose.• Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity.• Independently enhance the effectiveness of writing through reading, evaluating and redrafting
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1 week	Literacy Shed – The Ridge	First Person Recount <ul style="list-style-type: none"> Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog. 	<ul style="list-style-type: none"> Write a recount in a specific form with a clear audience ensuring formality is appropriate. Write effectively for each purpose and selected audience, showing good awareness of the reader. Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Draw on their knowledge of etymology and morphology to support spelling. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly 	<ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Consciously control the structure of sentences. Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately. Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. Evaluate, draft and re-draft
2 weeks	David Attenborough – Climate Change	Persuasion <ul style="list-style-type: none"> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. 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. 	<ul style="list-style-type: none"> Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader. Use the range of punctuation taught at key stage 2 mostly correctly. Use verb tenses consistently and correctly throughout their writing. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> Independently choose vocabulary and language features appropriately for the style and tone of the text. Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes. Distinguish between the language of speech and writing and choose the appropriate register. Choose to combine different text types and associated language features for effect and specific purpose. Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. Independently enhance the effectiveness of writing through reading, evaluating and redrafting



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Spring 2 6 weeks	2 weeks	Literacy Shed – Alma	Narrative <ul style="list-style-type: none">• Plan and write a story with two narrators to tell the story from different perspectives.• Independently change the formality of the two narrators so that they contrast.	<ul style="list-style-type: none">• In narratives, describe settings, character and atmosphere.• Integrate dialogue in narratives to convey character and advance the action.• Use the range of punctuation taught at key stage 2 mostly correctly.• Use verb tenses consistently and correctly throughout their writing.• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.• Maintain legibility in joined handwriting when writing at speed.	<ul style="list-style-type: none">• Independently choose vocabulary and language features appropriately for the style and tone of the text.• Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes.• Distinguish between the language of speech and writing and choose the appropriate register.• Choose to combine different text types and associated language features for effect and specific purpose.• Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity.• Independently enhance the effectiveness of writing through reading, evaluating and redrafting
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2 weeks	Literacy Shed – Joke Sumner ‘Free’	<p>Discussion</p> <ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • Use the range of punctuation taught at key stage 2 mostly correctly. • Use verb tenses consistently and correctly throughout their writing. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • Independently choose vocabulary and language features appropriately for the style and tone of the text. • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes. • Distinguish between the language of speech and writing and choose the appropriate register. • Choose to combine different text types and associated language features for effect and specific purpose. • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity. • Independently enhance the effectiveness of writing through reading, evaluating and redrafting
2 weeks	Sherlock Holmes – The Hounds of the Baskervilles	<p>Narrative</p>	<ul style="list-style-type: none"> • Use show not tell techniques. • Write a mystery story with suspense and intrigue. 	



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Summer 15 weeks	3 weeks	Dracula's Heir	<p>Narrative</p> <ul style="list-style-type: none"> • Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. • Independently include dialogue to show shifts of formality; develop character and move the action forward. 	<ul style="list-style-type: none"> • In narratives, describe settings, character and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use the range of punctuation taught at key stage 2 mostly correctly. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious. • Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this. • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
	1 week				

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	1 week	Literacy Shed – Pandora	<p>Explanation</p> <ul style="list-style-type: none"> • Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. • 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. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use the range of punctuation taught at key stage 2 mostly correctly. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious. • Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this. • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
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Summer 2 7 weeks	3 weeks	Journey	<p>Narrative</p> <ul style="list-style-type: none"> • Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. • Write own story that they have always wanted to write! 	<ul style="list-style-type: none"> • In narratives, describe settings, character and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use the range of punctuation taught at key stage 2 mostly correctly. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious. • Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this. • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
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2 weeks	Dynamic Earth Visit	Non-fiction (choice) <ul style="list-style-type: none"> Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. Use the range of punctuation taught at key stage 2 mostly correctly. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious. Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Distinguish between the language of speech and writing and choose the appropriate register. Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this. Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
1 week	The Eagle – Tenneson	Assessment Week Poetry	<ul style="list-style-type: none"> Write a poem for an alternative animal. 	
1 week	Aspirations – Careers Benchmark		<ul style="list-style-type: none"> Create a “future me” profile. 	