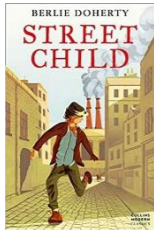
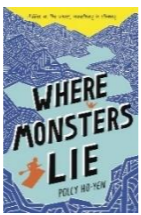
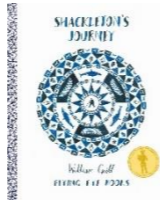


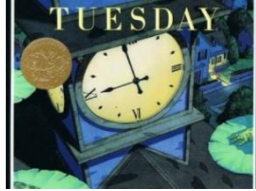
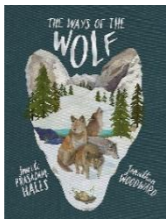

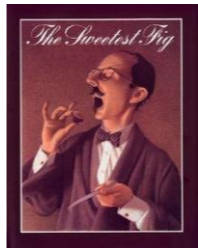
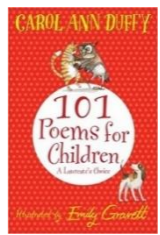


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p data-bbox="181 218 575 243">Text: 'Street Child' Berlie Doherty</p>  <p data-bbox="181 552 575 615">Final outcome: Recount of Josh's life (non-dominant character)</p> <ul data-bbox="231 688 575 1461" style="list-style-type: none"> • To understand varied sentences structures- simple, compound, complex (consolidation) • To identify and use adverbials of time, place and manner (consolidation) • To identify and use expanded noun phrases (consolidation) • To identify and use relative clauses and relative pronouns • To draft and write setting descriptions by building a rich and varied vocabulary • To organise writing into paragraphs to support cohesion (consolidation) • To edit and review for spelling and punctuation errors <p data-bbox="181 1499 418 1524">CST: Common Good</p> <p data-bbox="181 1566 457 1629">SoS: Understanding the experiences of others</p>	<p data-bbox="605 218 1000 281">Text: 'Where Monsters Lie' Polly Ho Yen</p>  <p data-bbox="605 552 1000 646">Final outcome: Chapter ending using descriptive narrative and speech</p> <ul data-bbox="655 688 1000 1900" style="list-style-type: none"> • To identify tension building techniques (repetition for effect- persuasion, suspense, emphasis, figurative language, ellipsis- to link ideas within and across paragraphs) • To use figurative language to develop a setting description • To select synonyms accurately for effect and write descriptively • To identify and use dialogue accurately in narrative • To plan and write informally from the perspective of a different character • To write clearly with purpose to interest an audience by writing a chapter from the perspective of another character • To draft and write a narrative describing setting, character and atmosphere • To edit and review to improve language choices • To evaluate and edit by ensuring correct use of tense throughout a piece of writing 	<p data-bbox="1029 218 1424 281">Text: 'Shackleton's Journey' William Grill</p>  <p data-bbox="1029 552 1424 646">Final Outcome: To write a letter of recommendation to nominate Shackleton for OBE</p> <ul data-bbox="1080 688 1424 1703" style="list-style-type: none"> • To use figurative language- personification to describe a specific setting (consolidation) • To draw inferences on a character's thoughts, feelings and emotions • To use extended expanded noun phrases to describe a character (consolidation) • To know and understand subject-specific language to allow extension of detail and historical events to be supported through vocabulary • To correctly signpost writing in note form by writing a telegram • To establish a viewpoint by developing events and ideas • To use modal verbs to motivate and persuade • To use conjunctions to signpost and create cohesion within a text • To organise writing and write a coherent series of linked sentences <p data-bbox="1029 1738 1249 1801">CST: Participation Subsidiarity</p> <p data-bbox="1029 1839 1424 1902">SoS: Difficult journeys – links can be made to refugee journeys</p>	<p data-bbox="1454 218 1849 243">Text: 'The Week Junior'</p>  <p data-bbox="1454 552 1849 646">Final Outcome: Letter to the education minister about SATs in school</p> <ul data-bbox="1504 688 1849 1633" style="list-style-type: none"> • To identify features of discursive writing • To identify a writer's viewpoint and how ideas have been established • To develop ideas by drawing on research • To use a colon to introduce lists (consolidation) • To use a semicolon between items in a list (consolidation) • To use parenthesis to mark the boundary between clauses • To understand and use effective vocabulary typical of formal speech • To exercise a conscious control over levels of formality • To use linking phrases and conjunctions to create cohesion within a text • To evaluate and edit by assessing the effectiveness of their own writing and others <p data-bbox="1454 1671 1849 1696">SoS - depending on topical news</p>	<p data-bbox="1878 218 2273 281">Text: Film Narrative 'Replay'/'The Piano'</p>  <p data-bbox="1878 552 2273 615">Final Outcome: Narrative story ending</p> <ul data-bbox="1929 674 2273 1787" style="list-style-type: none"> • To plan writing by noting and developing ideas • To use varied sentences structures- simple, compound, complex (consolidation) • To use adverbials of time, place and manner (consolidation) • To use extended expanded noun phrases to describe a setting (consolidation) • To integrate dialogue to convey character and advance action • To use a semicolon to mark the boundary between independent clauses • To use a colon to mark the boundary between clauses • To draft and write by presenting the viewpoint of different characters within one passage. • To draft and write a narrative describing setting, character and atmosphere • To draft and write by précising longer passages • To edit and evaluate by proposing changes to vocabulary, grammar and punctuation <p data-bbox="1878 1824 2006 1850">SoS: War</p>	<p data-bbox="2303 218 2697 243">Text: 'Tuesday' David Wiesner</p>  <p data-bbox="2303 552 2697 615">Final Outcome: Fictional Newspaper Report</p> <ul data-bbox="2353 653 2697 1902" style="list-style-type: none"> • To plan by identifying audience and purpose of writing and effectively selecting the appropriate form • To plan by noting and developing initial ideas drawing on reading and research where necessary • To use semicolons to mark the boundary between clauses (consolidation) • To use dashes and brackets to mark the boundary between clauses and provide extra information (consolidation) • To know and understand the difference between direct and reported speech • To use a balance of direct and reported speech • To distinguish how the use of passive/active affects the presentation and formality of information in a sentence • To use layout devices (headings, columns, images and captions) • To organise writing through a series of linked and coherent sentences • To sign post writing correctly • To draft and write using organisational and presentational devices

	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: 'The Ways of the Wolf', Prasadam-Halls</p>  <p>Final Outcome: To write a non-chronological report on Wolves</p> <ul style="list-style-type: none"> To identify the purpose and order of a non-chronological report (consolidation) To identify and use layout devices- headings, subheadings, images, paragraphs (consolidation) To understand the difference between active and passive voice and when to use the passive To identify continuous and simple present tense for formal writing To use colons to introduce lists To use semicolons to mark the boundary between descriptive items in a list To use parenthesis for extra information and to mark the boundary between clauses To plan using notes and pictorial form To write by correctly sign posting paragraphs using headings 	<p>Text: 'The Arrival', Shaun Tan</p>  <p>Final Outcome: To write contrasting setting descriptions</p> <ul style="list-style-type: none"> To discuss and evaluate an author's choice of language Discuss how language contributes to meaning and affects the reader To use embellished simple sentences (adverbials, noun phrases, prepositional phrases, word order) To write in detail using technical and vivid language <p>SoS: Seeking refuge</p>	<p>Text: 'The Sweetest Fig', Chris Van Allsburg</p>  <p>Final Outcome: To write a character description</p> <ul style="list-style-type: none"> To plan writing by identifying how authors use language, developed characters and settings To write a character description using models for literary language and characterisation 	<p>SHORT HALF-TERM</p>	<p>Text: '101' Poems for Children' Carol Ann Duffy</p>  <p>Final Outcome: To write a performance poem</p> <ul style="list-style-type: none"> To select synonyms accurately for effect and write descriptively To select antonyms to create different effects in writing To use repetition for effect: persuasion, emphasis, suspense To use a singular dash to expand on a chosen point To establish a viewpoint to develop wider ideas To use figurative language to create imagery for a reader To understand how rhythm and rhyme can have an effect on spoken poetry and therefore on the reader To organise writing into chunks to create a coherent poem To understand and use effective vocabulary typical of informal speech To confidently perform written compositions using appropriate intonation, volume and tone <p>CST: Human Dignity Participation Subsidiarity</p>

NB: Year 6 have a set of core texts for guided reading (See reading overview). Other texts are also read to the class throughout the year. Some of these are parallel texts to writing text drivers in order to enrich and deepen discussions and writing.