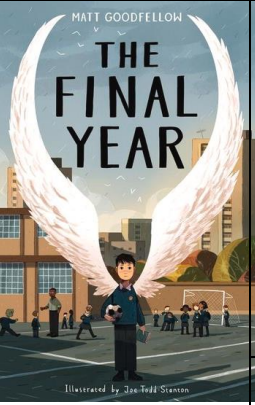
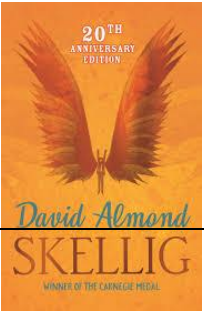
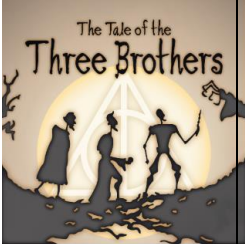
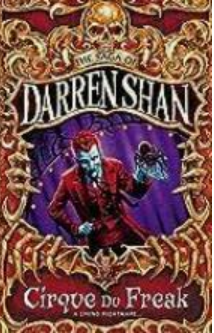


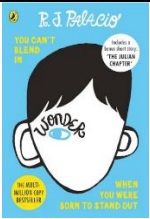
Year 6 Writing - Long Term Planning

Text	Text Type	Spelling Rules	Spellings	Grammar	Punctuation	Non negotiables and basic skills	GDS non negotiables and other standards
	(WB 7 th September and 14 th September) Learning Objective - Write a diary entry from Nate's point of view	Ambitious Synonyms: Adjectives	aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular	Informal language	Contractions	Write for a range of purposes (Y2) Using paragraphs to organise ideas (Y3)	Distinguish between the language of speech and writing and choose the appropriate register (Y6). (Pupils should recognise that certain features of spoken language - e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences - are less likely in writing and be able to select alternative vocabulary and grammar). (Pupils should be able to consistently distinguish between speech (e.g. playground language & informal conversions), and written language (e.g. standard English for stories, reports and persuasion) HL V should be evident - e.g. He exited rather than He went.
	(WB 21 st September and 28 th September) Learning Objective - Write an informal letter to Nate giving him advice about the challenges he is facing	Homophones and near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	advice advise device devise licence license practice practise prophecy prophesy	Adventurous vocabulary		Make simple additions, revisions and proof-reading corrections to their own writing (Y2)	
		Adjectives ending in -ant into nouns ending in -ance/-ancy	observant observance expectant expectancy hesitant hesitancy tolerant tolerance relevant relevance	Formal language	Semi colons	Using some cohesive devices within and across sentences and paragraphs (e.g. adverbs of time in sentences (Y3): then, next, soon, later; conjunctions: when, before, after, while, so, because) (Y2/3)	
	(WB 5 th October and 12 th October) Learning Objective - Write a recount of their time at school	Adjectives ending in -ent into nouns ending in -ence/-ency	innocent innocence decent decency excellent excellence confident confidence existent existence	Causal connectives		Using different verb forms mostly accurately (Y3)	
		Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel	co-operate co-ordinate co-own co-author re-enter re-educate re-examine re-evaluate re-energise re-elect		Direct speech		
		Hyphens: To join compound adjectives to avoid ambiguity	man-eating little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed short-tempered				
	Contracted forms (Y2): in dialogues in narrative Use verb tenses consistently and correctly throughout their writing Punctuation for parenthesis for extra info - brackets, commas and dashes (Y5)						
	(WB 19 th October) Creative curriculum independent writing Learning Objective -	Words ending in -able	applicable tolerable operable considerable dependable comfortable reasonable perishable breakable fashionable	Synonyms	Semi colons	Co-ordinating: and, but, or; Sub-ordinating: after, although, as, because,	

	(WB 2 nd November and 9 th November) Learning Objective - Write a setting description of the garage.	Words ending in -able	adorable valuable advisable believable desirable excitable knowledgeable likeable changeable noticeable	Main and subordinate clauses		before, if, since, when, while Using mostly correctly, Capital letters (Y1) Full stops (Y1) Question marks (Y1) Exclamation marks (Y1) Commas for lists (Y2) Apostrophes for contraction (Y2) Apostrophes for singular possession (Y2)	Use the full range of punctuation taught at KS2 mostly correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
		Words ending in -ably	adorably valuably believably considerably tolerably changeably noticeably dependably comfortably reasonably	Building cohesion using conjunctions	Direct speech		
	(WB 16 th November and 23 rd November) Learning Objective - Write a recount describing the moment Mina meets Skellig (including dialogue)	Word families based on common words, showing how words are related in form and meaning	temperature temper temperament tempered variety vary variation varied variable variance		Colons	Semi-colons For independent clauses... (Y6) Colons For independent clauses... (Y6) Dashes For independent clauses... (Y6)	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (Y6).
		Word families based on common words, showing how words are related in form and meaning	suggest digest congestion gesture gestation lightning daylight enlighten twilight limelight	Fronted adverbials	Semi-colons		
	In narratives, describe settings, characters and atmosphere. Integrate dialogue in narrative to convey character and advance the action. Modal verbs (Y5): to suggest degrees of possibility - will, would, could, may, might, should, must, ought to					Spelling most words correctly (Year 1 & 2) Spelling most words correctly (Year 3 and 4) Spelling some words correctly (Year 5 and 6)	
	(WB 30 th November) Creative curriculum independent writing Learning Objective -	Creating diminutives using prefixes microor mini-	minibus miniskirt miniscule minibeast minicab minimum microscope microchip microphone microwave	Synonyms		Write legibly (does NOT need to be joined for this standard) (Y2)	
	(WB 7 th December and 14 th December) Learning Objective - Write a narrative setting (Developing a scene that is mentioned but not fully described in the book)	Words with endings which sound like /shuhl/ after a vowel letter	official special artificial social racial crucial facial beneficial superficial antisocial		Semi-colons	Expected Standard Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a	Informal: Have you ever ordered....keep on reading...; might I ask... this exact thing happened to me. Pointe work is awesome/ totally worth it. You are now a pointe shoe fan. Use of speech: 'We were joking around with her
		Words with endings which sound like /shuhl/ after a consonant letter	partial confidential essential substantial torrential sequential potential spatial martial influential		Hyphens		
	(WB 4 th January and 11 th January) Learning Objective - Write a non chronological report.	Words with a 'soft c' spelt /ce/	cemetery certificate celebrate necessary deceased December sacrifice hindrance nuisance prejudice	Rhetorical questions	Question marks		
		Word families based on common words, showing how words are related in form and meaning	accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate	language Present tense Past tense			

	(WB 18th January and 25th January) Learning Objective - Write from multiple perspectives around a key event (each brother)	Statutory Spelling Challenge Words	foreign apparent appreciate persuade individual language sufficient determined explanation pronunciation	Fronted adverbials	Semi- colons	diary; direct address in instructions and persuasive writing) (from Y2 up to Y6)	just hours earlier and now she's dead! Formal: use of passives: were invented, are traditionally worn, it was also thought. Was found..had been carried away.. (Use of precise nouns: 'Every dancer has unique feet with varying length, shape, arch, flexibility, extension and trength'
	(WB 1st February and 8th February) Learning Objective - Write a setting description of an enchanted forest In narratives, describe settings, characters and atmosphere. Passive verbs (Y5): to affect how information is presented - was caught, had been eaten; were played/are played/will be played Repetition for effect & emphasis (Y5/6) (Anna fell and fell and fell)	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	siege niece grief chief fiend shriek believe achieve convenience mischievous	Rhetorical questions	Semi- colons Question marks	Adverbials of time (Y3) Adverbials of place (Y3) Determiners (Y5) (the, an, a, this, that, those, most books, our books) Pronouns (Y3) (it, he, she) Conjunctions (from Y1 building up to Y6) (although) Subordinate clause (Y2)	
	(WB 15th February) Creative curriculum independent writing Learning Objective -	Synonyms and antonyms	Scorching searing sizzling blistering sweltering chilly frozen arctic bitter wintry			Use verb tenses consistently and correctly throughout their writing	
	(WB 1st March and 8th March) Learning Objective: Write an informal letter	Word families based on common words, showing how words are related in form and meaning	commit committee transmit submit commitment emit permit intermittent omit unremitting	Parenthesis	Brackets and dashes for parenthesis	A wide range of clause structure: Simple (Y1) Compound (Y2) Expanded (Y3) Complex (Y3) fronted adverbial (Y4)	
		Word families based on common words, showing how words are related in form and meaning	interrupt interfere intercept interject intertwine interim internal intersperse interloper interest	Dialogue	Inverted commas	Adverbs (Y3) Prepositional phrases (Y3/Y4) Expanded noun phrases (Y2)	

	(WB 15 th March and 22 nd March) Learning Objective: Write a balanced argument - Should Darren become a vampire? Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	Statutory Spelling Challenge Words	attached available average competition conscience controversy correspond embarrass especially exaggerate	Rhetorical questions	Headings Subheadings	Inverted commas (Y3) with other punctuation (Y4) Commas for clarity (Y4) Punctuation for parenthesis for extra info - brackets, commas and dashes (Y5) most words correctly (year 5 and 6) Maintaining legibility in joined writing handwriting when writing a speed (Y5)	
	(WB 12 th April and 19 th April) Learning Objective: Write a narrative description including dialogue to advance the action	Words that can be nouns and verbs	challenge protest broadcast benefit charge function influence interest object damage	Rhetorical questions	Headings Subheadings Bullet points		
		Words that can be nouns and verbs	produce present reason silence support transport surprise scratch freeze balance	Formal language			
	(WB 26 th April and 3 rd May) Learning Objective: Write a narrative description.	Words with a long /o/ sound spelt 'ou' or 'ow'	shoulder smoulder mould poultry soul shallow window blown known thrown	Varied sentence lengths			
		Words ending in -ible	possible horrible terrible visible incredible sensible forcible legible responsible reversible	Relative clauses			
	(WB 10 th May) Creative curriculum independent writing Learning Objective -	Synonyms and antonyms	ambled tottered strolled staggered sauntered sprinted raced darted dashed galloped				
	(WB 17 th May and 24 th May) Learning Objective: Write a narrative description.	Words ending in -ibly	possibly horribly terribly visibly incredibly sensibly forcibly legibly responsibly reversibly	Direct speech	Inverted commas		
		Synonyms and antonyms	bellowed screeched squealed shrieked squawked whispered murmured breathed sighed muttered		Semi colons		
	(WB 7 th June and 14 th June) Independent writing - Write a narrative description.	Synonyms and antonyms	immense vast gigantic gargantuan mammoth miniature miniscule insignificant microscopic petite				

	(WB 5 th July and 12 th July)) Learning Objective: Write a formal letter of apology from Julian reflecting on his behaviour	Synonyms and antonyms	ecstatic jovial exultant elated delighted despondent forlorn dejected woeful dismal				
		Synonyms and antonyms	deafening piercing blaring ear- piercing raucous silent tranquil inaudible unobtrusive peaceful				