

Year 6 English Writing Overview

	Autumn 1	Autumn 2												
Text	Star of Fear, Star of Hope - Historical Fiction	Windrush Generation - Historical Non- Fiction Hybrid												
Writer’s Role	Child living through Nazi occupation	Historian/Educator												
Audience & Purpose	Historical Fiction Readers, Peers, Teachers, Family To Entertain	School Community, Visitors, Younger Pupils To Inform												
Incidental Writes	Character Description, Setting Description of Berlin Train Station During Nazi Power, Dialogue,	Information text - Floella Benjamin, Information text - Olaudah Equiano, Debate/Letter to the Head - Schools should include a diverse British history into our curriculum.												
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Cross Curricular Writing opportunities	History - causes and consequences of war Guided Reading - Diary entry on how the little girl feels being surrounded by war (The Day the War Came)	History - causes and consequences of Bristol Bus Boycott and how this links in with migration and the Windrush Generation												
Focus writing objectives	Writing demonstrates appropriate use of: Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases, Develop setting, characters and plot in narrative writing: Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. Develop setting, characters and plot in narrative writing: Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others. Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information. Mostly appropriate use of: The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud.	Mostly appropriate use of: Modal verbs and adverbs to indicate degrees of possibility, probability and certainty. A range of punctuation is used, mostly accurately, including: brackets or commas to indicate parenthesis. Some accurate use of: Dashes to indicate parenthesis. Make appropriate choices of grammar and vocabulary to clarify and enhance meaning. Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials and ellipsis)												
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	Spring 1	Spring 2												
Text	Shackleton's Journey - Journal Recount	Plastic Planet - Persuasive Speech/Campaign												
Writer's Role	Member of Shackleton's crew	Environmental campaigner												
Audience & Purpose	Historians, Future Explorers, Peers, Teachers To Inform	Peers, local community, MP, council, local businesses To Persuade												
Incidental Writes	Fact file, Letter of application, Recommendations, Action and dialogue, Diary entry	A page for the school website about being a sustainable school, Diary entry, Newspaper report, Debate.												
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Cross Curricular Writing	PSHE "What can we learn from Shackleton about teamwork and resilience?" Geography Map-Based Narrative or Route Description Write a geographical commentary of the route from South Georgia → Weddell Sea → Elephant Island → South Georgia.	History and Geography Timeline of Plastic												
Focus writing objectives	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs Use semi-colons to mark boundaries between independent clauses Select the appropriate style to engage the audience Engage reader through use of detail, description, feelings and opinions Use a wide range of cohesive devices e.g. <i>conjunctions, synonyms, adverbials, punctuation</i> Use verb tenses consistently and correctly	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although												
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	physical privilege profession temperature aggressive awkward correspond disastrous environment especially excellent frequently hindrance			convenience disastrous environment especially existence government necessary parliament persuade sacrifice sufficient temperature variety		
	gallant hostile isolation mercy morale perilous pressure remorseless			carbon dioxide carbon emissions carbon footprint citizen climate crisis debris fossil fuels		
	crevasse floe growlers hummocks navigation pack ice polar vessel			impact microplastic particle placard polymer reliance strike sustainability synthetic		

	Summer 1	Summer 2												
Text	Percy Jackson and the Lightning Thief - Myth-Inspired Adventure Narrative	William Shakespeare - Poetry - Sonnet												
Writer’s Role	Mythical hero undertaking a quest	Year 6 leaver												
Audience & Purpose	Peers, Teachers, Younger Children To Entertain	Teachers, Peers, School Community To Entertain												
Incidental Writes	Setting description, Internal Monologue, Characterisation through Dialogue, Action Sequence, Quest.	Memory Snapshot Poem, Metaphor & Symbolism Write, Rhythm and Repetition poem, Poetic Voice Poem, Farewell Couplet,												
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Cross Curricular Writing	Art Museum plaque/ Curator explanation	PSHE writing a leavers speech in Shakespearean language.												
Focus writing objectives	Use cohesive devices to guide the reader through the narrative Make deliberate vocabulary choices for effect Sustain an authentic narrative voice throughout writing Manipulate paragraphs to control pace and tension Integrate dialogue to reveal character and advance action	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Identify the audience for and purpose of writing Choose the appropriate register Use semi-colons, colons or dashes to mark boundaries between independent clauses Choose language and imagery carefully to influence the reader’s opinion of character, place or situation												
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