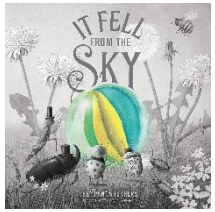
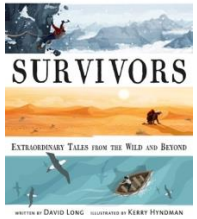
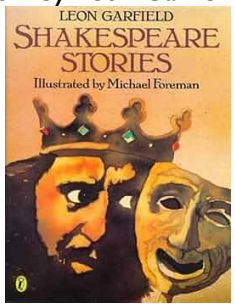
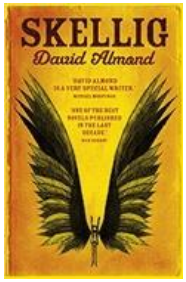
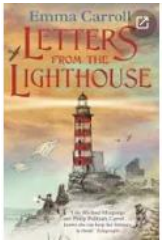
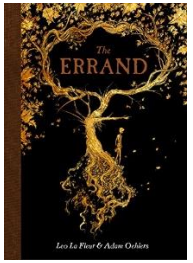
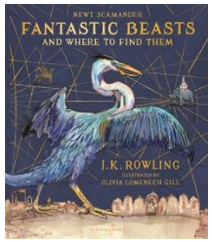
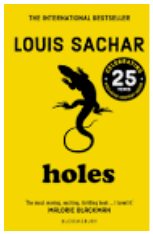
Year 6 Writing Long Term Overview
Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	**Learning Journey 1 (3-week unit)**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**
Text: It Fell From the Sky  **Outcome: (inform/entertain)** Blog from the POV of one of the insects from the book. Or **Outcome: (Inform)** Write in role a letter and diary	**Text:** Survivors by David Long  **Outcome (to entertain):** children write a first person recount for a book of eyewitness tales. **Site of Application opportunities/ drop in writes:** **Form:** An interview **Purpose:** To find out how the character's were feeling on that day. **Skills:** Discuss choices linked to purpose and audience	**Text:** Macbeth by William Shakespeare, retold by Leon Garfield  **Outcome: (entertain)** To write a recount about the encounter with the witches **Site of Application opportunities/ drop in writes:** **Form:** Letter **Purpose:**. to write a letter to his wife, Lady Macbeth, to tell her all about the battle, the meeting with the witches and the news that he has been made Thane of Cawdor. **Skills:** Relative clauses beginning with an omitted relative pronoun	**Text:** Skellig by David Almond  **Outcome (to entertain):** write a chapter to go in the book. **Site of Application opportunities/ drop in writes:** Diary writing **Form:** Diary **Purpose:** to reflect on what he discovers in the garage. **Skills:** (from Year 5) Relative clauses beginning with who / which / where / when	**Text:** Letters from the Lighthouse by Emma Carroll  **Outcome (entertain):** Children to create a mystery narrative inspired by the book. **Site or Application opportunities/ drop in write:** **Form:** Postcard **Purpose:** Personal recount of what has happened so far **Skills:** Vary the position of clauses in a sentence	**Text**: The Errand by Leo LaFleur & Adam Oehlers  **Outcome: (To instruct)** A set of directions presented in the style of the book **Site of Application opportunities/ drop in writes:** **Form:** Narrative **Purpose:** Write a spine-chilling setting description of the Whispering Woods that leaves the reader in fear! **Skills:** Distinguish between formal and informal speech and structures

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 2	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**
Text: Fantastic Beasts and Where to Find Them (illustrated edition)  **Outcome (inform):** produce an information page about a fantastic beast	**Text:** Barnabus Project **Outcome**: write a report of the escape. (entertain)	**Video:** Alma **Outcome: (to record)** Write a report on the missing children.	**Text:** Wonder Garden by Jenny Broom **Outcome** **(inform):** children produce information pages about wonderful plants (refer back to Fantastic Beasts unit)	**Text:** Holes by Louis Sachar  **Outcome (inform):** To write a non-chronological report of what happens to Stanley in the camp	**Text:** Our Tower by Joseph Coelho **Outcome (inform)** Letter to the residents of the residents to tell them about how special their tower block is.
Site of Application opportunities/ drop in writes: **Form:** Diary **Purpose:** To describe the finding of a beast emphasising the feelings when discovering the new fantastic beast **Skills:** (From Year 5) Relative clauses beginning with an omitted relative pronoun.	**Site of Application opportunities/ drop in writes:** **Form:** Narrative **Purpose:** Conversation between two of the pets about how they are feeling. **Skills**: (From Year 5) Use dialogue to convey character Evaluate the effectiveness of their writing and edit	**Site of Application opportunities/ drop in writes:** **Form:** Lost Poster **Purpose:** To Find the missing children **Skills:** (From Year 5) Use brackets, dashes or commas for parenthesis	**Site of Application opportunities/ drop in writes:** **Form:** An Interview **Purpose:** To discover what new plants had been found. **Skills:** Vary the position of clauses within a sentence	**Site of Application opportunities/ drop in writes:** **Form:** **Purpose:** **Skills:**	**Site of Application opportunities/ drop in writes:** **Form:** Blog **Purpose:** To share how their feelings about the Tower have changed during the story. **Skills:** Use commas to mark clause boundaries / provide clarity and avoid ambiguity
Transcription: Secure legible, joined handwriting Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing		**Transcription:** Secure legible, joined handwriting Application of spelling rules and patterns taught so far		**Transcription:** Secure legible, joined handwriting Apply Year 3/4 and Year 5/6 statutory spellings and taught rules and patterns at the point of writing	

Sentence structure: Vary the position of clauses within a sentence Vary sentence length Use a colon to introduce a list	**Sentence structure:** Use commas to mark clause boundaries / provide clarity and avoid ambiguity Use a colon to introduce a second sentence that explains or clarifies the previous one Use of the passive to affect the presentation of information in a sentence	**Sentence structure:** Use a wide range of sentence structures and manage content effectively through internal punctuation
Grammar: Distinguish between formal and informal speech and structures Subjunctive form	**Grammar:** Select grammar to reflect what the writing requires	**Grammar:** Select grammar to reflect what the writing requires
Composition: Use dialogue to advance the action Evaluate the effectiveness of their writing and edit Add detail and delete for clarification	**Composition:** Integrate dialogue to convey character and advance the action Evaluate choices linked to purpose and audience	**Composition:** Evaluate and edit their writing Add detail and delete for clarification.
End of Year Pen Portrait Pupils demonstrate an awareness of the reader and begin to make language, grammar, and text choices at the point of writing. Writing is securely organised within and across coherent paragraphs with sentence length and structure varied for effect. Pupils use the full range of punctuation taught at KS2 to support the structure and clarity of meaning in sentences. Pupils show awareness of standard forms and can write in different tenses as required. In non-fiction they adopt an appropriate level of formality and select vocabulary and grammar to reflect what the writing requires. They can integrate dialogue within narrative writing to convey character and advance the action. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.		