

Year 6 - Writing/SPAG Genre Yearly Overview

Term	Text	Incidental Writing	Extended Writing	SPAG Objectives
<p align="center">In addition to all books outlined in the overview, a variety of images, texts, and extracts from novels will be used in Whole Class Guided Reading Sessions (WCGR)</p>				
<p>Autumn 1</p> <p>World War II</p> <p>Question: What impact did WW2 have on the world?</p>	<p>Fiction – Star of Fear, Star of Hope – Joe Hoestlandt</p> <p>Whole Class Guided Reading – When the Sky Falls – Phil Earle</p>	<p>Plan a story and write the opening</p> <p>Write a narrative based on dialogue</p> <p>Write Helen’s recount of the strange evening</p> <p>Write Lydia’s diary imagining she was in the line of people.</p> <p>Write a thank you letter to Lydia in role as Helen</p>	<p>Write a diary entry in role as Helen</p> <p>Write the narrative of Helen and Lydia’s argument in 3rd person</p> <p>Write a narrative from Lydia’s point of view</p>	<p>Gateway Keys:</p> <ul style="list-style-type: none"> - Use devices to build cohesion within a paragraph - Link ideas across paragraphs using adverbials of time, place and number - Use of inverted commas and other punctuation to punctuate direct speech - Use Y5 standard punctuation - Use consistent and correct tense <p>Mastery Keys:</p> <ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Use passive verbs - Link ideas across paragraphs using a wider range of cohesive devices - Integrate dialogue to convey character and advance the action <p>Feature Keys:</p> <ul style="list-style-type: none"> - Use small details for characters to amuse,

				<p>entertain or create drama</p> <ul style="list-style-type: none"> - Engage reader through selecting effective grammar and vocabulary - Manipulate verb and tense forms - Manipulate structure using a flashback - Use paragraphs to vary pace and emphasis
<p>Autumn 2</p> <p>The UK</p> <p>Question: How has immigration helped the UK?</p>	<p>Fiction – The Place for Me – Stories About the Windrush Generation – Floella Benjamin (15 sessions)</p> <p>Non- Fiction – A Brief History of Enslaved African People</p> <p>Whole Class Guided Reading – Windrush Child – Benjamin Zephaniah</p>	<p>Write a diary entry in role as a Windrush child.</p> <p>Write information sentences with details of enslaved people.</p> <p>Design a recruitment poster encouraging people to come to England.</p> <p>Write a set of rules for welcoming people to Britain.</p>	<p>Write an information text about Floella Benjamin</p> <p>Write a persuasive letter to the headteacher to include black history on the school curriculum</p> <p>Produce an information leaflet about the Windrush Generation</p>	<p>Gateway Keys:</p> <ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely. - Apply persuasive language - Use passive verbs - Link ideas across paragraphs using a wider range of cohesive devices - Use clear organisational features <p>Mastery Keys:</p> <ul style="list-style-type: none"> - Enhance meaning through selecting appropriate grammar and vocabulary - Use modal verbs and adverbs to indicate degrees of possibility. - Use brackets, dashes or commas to indicate parenthesis

				<p>Feature keys:</p> <ul style="list-style-type: none"> - Use concise word choices - Select language to appeal to the reader - Clarify technical vocabulary - Adapt formality to suit purpose and audience - Provide well-developed factual information for the reader - Manipulate style for specific purpose and audience - Include a summarising statement.
<p>Spring 1</p> <p>Ancient Greeks</p> <p>Question: <i>The Ancient Greeks – cruel or cultured?</i></p>	<p>Fiction – The Selfish Giant – Oscar Wilde</p> <p>Whole Class Guided Reading – Boy in the Tower – Polly Ho Yen</p> <p>Non-Fiction – A range of information texts about Ancient Greece</p>	<p>Write a short scene description</p> <p>Write a narrative based on the clues in the text so far</p> <p>Create classic lines for a poem</p> <p>Write a note to the giant persuading him to allow children into the garden</p> <p>Use personification to write about the weather</p> <p>Write a setting description using adverbial and expanded noun phrases</p>	<p>Write a monologue from the giant’s point of view</p> <p>Write a persuasive letter to spring to persuade her to visit the garden</p> <p>Write a retelling of the Selfish Giant in either 1st or 3rd person.</p>	<p>Gateway Keys:</p> <ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Integrate dialogue to convey character and advance the action - Select appropriate grammar and vocabulary - Use brackets, dashes or commas to indicate parenthesis - Extend the range of sentences with more than one clauses by using a wider range of conjunctions

				<p>Mastery Keys:</p> <ul style="list-style-type: none">- Distinguish between the language of speech and writing- Recognise vocabulary and structures for formal speech and writing, including subjunctive verb forms- Use passive verbs- Use semi-colons to mark boundaries between independent clauses <p>Feature Keys:</p> <ul style="list-style-type: none">- Use language carefully to influence the reader's opinion of a character, place or situation- Use archaic language- Use paragraphs to vary pace and emphasis- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood- Give clues to the reader about when the story takes place – what characters are wearing, buildings, horse-drawn carriage rather than cars etc.
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<p>Spring 2</p> <p>Ancient Greece/Modern Greece (Geography topic)</p> <p>Question: The Ancient Greeks: cruel or cultured?</p>	<p>Fiction – The Day War Came – Nicola Davies</p> <p>Whole Class Guided Reading – Kensuke's Kingdom – Michael Morpurgo</p>	<p>Write a diary in role as the little girl</p> <p>Write passive voice sentences about an event</p> <p>Write a letter to your local mp persuading them to keep a spare chair for a refugee</p> <p>Design your own chair for the 3000 chairs campaign. Write accompanying tweets.</p> <p>Write in role as the little girl about what has happened so far and what she hopes will happen next.</p>	<p>Write a short text about a refugee camp and to appeal to the community to support the camp</p> <p>Write a letter to raise awareness about refugees in the UK</p> <p>Write a diary from the point of view of one of the people in the street</p>	<p>Gateway Keys:</p> <ul style="list-style-type: none"> - Select appropriate grammar and vocabulary - Distinguish between the language of speech and writing - Use Y5 standard punctuation correctly - Use semi colons to mark boundaries between independent clauses <p>Mastery Keys:</p> <ul style="list-style-type: none"> - Use passive verbs - Variety of verb forms used consistently and correctly including the progressive and present perfect forms - Use a wider range of devices to build cohesion - Use organisational and presentational devices to structure text

				<ul style="list-style-type: none"> - Use colons to mark boundaries between independent clauses <p>Feature Keys:</p> <ul style="list-style-type: none"> - Select the appropriate style to engage the audience and appeal directly to the reader - Use direct and reported speech to express a range of viewpoints - Use emotive language including use of modals and adverbs for possibility - Support points using persuasive example and provide evidence - Create authority through some use of formal style where appropriate
<p>Summer 1</p> <p>Local area study</p> <p>Question: <i>How does my local area meet people's needs?</i></p>	<p>Non-fiction – Manfish (A story of Jaques Cousteau</p> <p>Whole class Guided Reading – Skellig – David Almond</p>	<p>Write a section for a biography (recount) based on one of Jaques Cousteau's dives.</p> <p>Write an opening paragraph about an exciting event from Cousteau's life</p> <p>Use Swimming with Seals to write a few lines to the opening of a Jaques Cousteau biography</p>	<p>Write a piece for the Cousteau website persuading people to take part in an expedition to survey whale sharks</p> <p>Write a news article about ways to reduce plastic pollution</p> <p>Write a biography of Jaques Cousteau</p>	<p>Gateway Keys:</p> <ul style="list-style-type: none"> - Extend the range of sentences with more than one clause by using a wider range of conjunctions - Organise paragraphs around a theme - Use fronted adverbials - Choose appropriate pronouns or nouns within and across sentences to aid

Write a kit list for Apsley
Cherry-Gerrard

cohesion and avoid
repetition

- Use punctuation at Y4
standard correctly

Mastery Keys:

- Use relative clauses
using relative
pronouns or with an
omitted pronoun
- Use a wider range of
devices to build
cohesion
- Use a colon to
introduce a list and
semi colons within a
list.
- Use hyphens to avoid
ambiguity

Feature Keys:

- Select the appropriate
style to engage the
audience
- Use direct and
reported speech to
express a range of
viewpoints
- Use verb tenses
consistently and
correctly
- Use real life facts,
including dates and
place names
- Use thematic language
specific to the subject
- Use formal language
appropriately

<p>Summer 2</p> <p>End of year production</p>	<p>Poetry – Poetry for Kids – William Shakespeare edited by Marguerite Tassi</p> <p>Whole Class Guided Reading – The Final Year – Matt Goodfellow</p>	<p>Write a short biography about William Shakespeare</p> <p>Select a Shakespeare quote and write a paragraph explaining the meaning</p> <p>Write your own version of Under the Greenwood Tree</p> <p>Write a short speech explaining how sonnet 29 relates to your own life</p> <p>Write your own version of the ‘Once more unto the breach’ speech</p> <p>Write your own sonnet</p>	<p>Write an invitation to the Queen’s secretary inviting her to a performance at the Globe theatre</p> <p>Create a poem as an ode to the carefree days of EYFS</p>	<p>Gateway Keys:</p> <ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Select appropriate grammar and vocabulary - Use a wide range of devices to build cohesion <p>Mastery keys:</p> <ul style="list-style-type: none"> - 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 <p>Feature keys:</p> <ul style="list-style-type: none"> - Use language and consider pronunciation in-keeping with Shakespearian times - Choose language and imagery carefully to influence the reader’s
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				<p>opinion of a character, place or situation</p> <ul style="list-style-type: none">- Celebrate the main subject- Punctuate text as sentences, not necessarily at the end of lines- Write fourteen lines with one topic in mind but split over four parts- Building in a rhyming pattern of ABAB/CDCD/EFEF/GG- Use ten syllables per line to lend a flowing quality
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