

# Goldsmith Primary Academy

## Year 6 Writing Overview

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Topics	History Detectives 1 Early Civilisations: Egyptians	What a wonderful world: Geography: Amazon Rainforest	Aspire Aspirations	Historical Detectives 2: The Mayans	Magic Moments: Art	Global Current Affairs
WCR texts:	Boy	The Graveyard Book	No Ballet Shoes in Syria	The Girl of Ink and Stars Animal Farm	The Hobbit	A Midsummer's Night Dream
These do not need to link to Writing lessons. This is the teacher's decision and only applicable where inspiring and quality links are made and the WCR text serves as a high quality stimulus/model.						
Writing opportunities and suggested genres/outcomes	Character and setting descriptions: Boy Recounts from Different Character's perspectives: Boy Non-Chronological Reports to Inform: Black History Month Non Chronological Reports: Egyptians Explanation texts: How to make a mummy- theme link	Narrative: setting descriptions Narrative: recreate own alternative ending or scenario linked to WCR. Explanation texts: Links to Geography: How to be more sustainable. Persuasion leaflet/letter: Protect the rainforest. Non Chronological report or discussion text: linked to Amazon	Fact file/Report on Syria Poetry linked to poverty/ballet Link to WCR. Persuasive speech: applying for a job: link to theme Recount: Diary entry linked to WCR	Non-fictional writing: Newspaper report: Linked Mayans. Non-Chronological report about Mayans. Recount: WCR Narrative Setting and character descriptions.	Narrative (fantasy) possible stimuli: Wolves in The Walls. Autobiography personal or linked to Theme/Science Explanation writing: How to draw/recreate a piece of art in the style of a famous artist. Setting description/Narrative based on Hobbit.	Play scripts: Linked to WCR Poetry: New beginnings Newspaper report: linked to Theme.
Grammar, punctuation and language skills: There would be the	Punctuation to demarcate sentences: Capital letters, full stops, exclamation	Relative clauses Using commas to separate and demarcate clauses.	Expanded noun phrases for precise and pertinent details- using a variety of strategies	Describes settings to create mood and atmosphere.	Develops characters through description, action and dialogue.	Revision, rehearsal and consolidation of all skills

<p>expectation that the majority of these skills from the Year 5 grid have been taught. Therefore, these should be modelled and embedded at every opportunity- depending on the needs of the class. When they are taught again, they should be embedded and taught to be used in specific contexts and secured for those pupils who have not yet mastered.</p>	<p>marks, question marks.</p> <p>Fronted adverbials</p> <p>Commas for a list</p> <p>Expanded noun phrases</p> <p>Emotive language</p> <p>Simple, compound and complex sentences.</p> <p>Subordinating and coordinating conjunctions</p> <p>Punctuation for parenthesis: brackets, commas and dashes</p>	<p>inverted commas to demarcate speech and use reported speech</p> <p>Adverbial phrases</p> <p>Apostrophes for contractions</p> <p>inverted commas to demarcate speech and use reported speech</p> <p>Figurative language</p>	<p>Modal verbs</p> <p>Colons (to introduce a list)</p> <p>Develops characters through description, action and dialogue.</p> <p>Consciously varies levels of formality according to purpose and audience (formal and informal language {inc. colloquial} used appropriate for audience and purpose)</p>	<p>Uses a range of devices to adapt writing to the needs of the reader, (e.g. headings, subheadings, bullets, underlining, parenthesis).</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Single dashes</p> <p>Semicolons to join two linked clauses.</p>	<p>Hyphens</p> <p>Active and passive voice</p>	
<p>Writing Grid objectives: These are not limited to the list.</p>	<p>New skills explicitly taught: 4 (A.,!?, CL) 7 (fronted adverbials) 11, 12, 14,</p>	<p>New skill explicitly taught: 8, (commas to separate clauses) 15,16, 18</p>	<p>New skills explicitly taught: 23, 9, 4 (:), 16, 20</p>	<p>New skills explicitly taught: 6, 4 (:),</p>	<p>New skills explicitly taught 4 (-) 10</p>	<p>Revision and consolidation of all skills as and when required.</p>
<p>The following objectives should be Interwoven and modeled to the highest standards through every writing lesson as well as in the wider curriculum including phonics, handwriting, spelling and GPS: 1,2,3,5,6,7,13,17,19,21,22,24</p> <p>The above guidance is a suggestion only and each half-term, the previously taught skills should be built upon and embedded. Children should always have the opportunity to apply them to their writing where appropriate. Where further teaching of a skill is required, this should be prioritised.</p>						
<p>Useful links</p>	<p style="text-align: center;"> <a href="#">WAT GPA Writing for purpose - Upper Key Stage 2</a>  <a href="#">WAT Genre coverage document</a>  <a href="#">Assessment sheets for Writing GPA</a> </p>					