



Huyton with Roby C.E. Primary School

YEAR 6 WRITING PURPOSES LONG TERM PLAN 2021-2022

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a board and balanced curriculum.

	AUTUMN 1 1.9.21 – 22.10.21 (7 weeks)			AUTUMN 2 1.11.20– 22.12.20 (7 weeks)			SPRING 1 5.1.22 - 18.2.22 (6 weeks)		SPRING 2 28.2.22-8.4.22 (6 weeks)		SUMMER 1 25.4.22 - 27.5.22 (5 weeks)		SUMMER 2 6.6.22 - 19.7.22 (6 weeks)
Text	Clockwork by Phil Pullman (4 weeks)	The Dreadful Menace Literacy Shed Film Clip (1 week)	Whole school text - Here We Are: Notes for Living on Planet Earth Oliver Jeffers (2 weeks)	War Horse by Michael Morpurgo (5 weeks)	The Christmas Truce Literacy Shed Film Clip (1 week)	The Grinch who Stole Christmas Dr. Seuss (1 week)	The Invention of Hugo Cabret by Brian Selznick (5 weeks)	The Templeton Twins: Have an Idea by Ellis Weiner (1 weeks)	The Templeton Twins: Have an Idea by Ellis Weiner (3 weeks)	The Three Little Pigs Project By The Guardian Film (3 weeks)	The Princess' Blankets by Carol Ann Duffy (3 weeks)	Shadow of Blue Literacy Shed Film Unit (2 weeks)	Wonder (Transition Unit) R.L. Palacio (7 Weeks)
Writing Outcomes	<p>Clockwork</p> <ul style="list-style-type: none"> Recount Letter Narrative <p>The Dreadful Menace</p> <ul style="list-style-type: none"> Narrative Poem Figurative language description Weather Warning <p>Here We Are: Notes for Living on Planet Earth Oliver Jeffers</p> <ul style="list-style-type: none"> Non-chronological Report Biography – Greta Thunberg 			<p>War Horse</p> <ul style="list-style-type: none"> Dialogue Formal/informal letter Non chronological Report – Remembrance Day Poetry – trenches Persuasive warning letter to Tophorn Alternative Ending <p>The Christmas Truce</p> <ul style="list-style-type: none"> Recount using pathetic fallacy <p>The Grinch Who Stole Christmas</p> <ul style="list-style-type: none"> Letter of complaint Letter of apology 			<p>The Invention of Hugo Cabret</p> <ul style="list-style-type: none"> Diary Entry Letter Emotive recount Non-chronological report Biography <p>The Templeton Twins: Have an Idea</p> <ul style="list-style-type: none"> Formal letter Descriptive setting Alternative Ending Narrative 		<p>The Templeton Twins: Have an Idea</p> <ul style="list-style-type: none"> Formal letter Descriptive setting Alternative Ending Narrative <p>The Three Little Pigs Project</p> <ul style="list-style-type: none"> News report Persuasive letter Balanced argument 		<p>The Princess' Blankets</p> <ul style="list-style-type: none"> Descriptive writing of a Princess Blanket Alternative narrative <p>Shadow of Blue</p> <ul style="list-style-type: none"> Narrative Character description Setting description Conversation/dialogue Debate/discussion Recount Diary 		<p>Wonder</p> <ul style="list-style-type: none"> Character description Explanation Diary Entry Predictions Narrative Poem Alternative chapter Speech Book Review
SPELLING	<ul style="list-style-type: none"> Common Exception Words Prefixes Homophones Unstressed vowels 			<ul style="list-style-type: none"> Common Exception Words Prefixes uni, bi, tri Prefixes circ, tele, trans 			<ul style="list-style-type: none"> Common Exception Words Suffixes en, 		<ul style="list-style-type: none"> Common Exception Words Root and affixes form, trust 		<ul style="list-style-type: none"> Common Exception Words Spelling revision 		<ul style="list-style-type: none"> Common Exception Words Spelling revision tailored to gap

	<ul style="list-style-type: none"> Unstressed Consonants 	<ul style="list-style-type: none"> Prefix min, mag, multi Roots tract, struct 	<ul style="list-style-type: none"> ify, ate Suffixes ness Suffix ity, ility Suffix ial, ious 	<ul style="list-style-type: none"> Root and affixes joy, agree Root and affix cover, act Root and affix assis, ligh, sign 	tailored to gap analysis of spelling assessments in Autumn and Spring term	analysis of spelling assessments in Autumn and Spring term
PUNCTUATION AND GRAMMAR	<ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. Use ellipsis to link ideas between paragraphs. Use repetition of a word or phrase to link ideas between paragraphs. Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect). Punctuate bullet points consistently. Identify and use colons to introduce a list. Identify and use semi-colons within lists. Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – enter. Explore, collect and use question tags typical of informal speech and writing e.g. “He’s your friend, isn’t he?” Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest. 					
Composition	<p>Planning</p> <ul style="list-style-type: none"> Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!” Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. Combine text-types to create hybrid texts e.g. persuasive speech. Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables. Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative. Précis longer passages. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. 					

	<ul style="list-style-type: none">• Encourage and take account of audience engagement.
HANDWRITING	<ul style="list-style-type: none">• Form lower-case letters of the correct size relative to one another.• Orientate capital letters correctly.• Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.• Write capital letters and digits of the correct size relative to one another and to lower case letters.• Start using some of the diagonal and horizontal strokes needed to join letters• Use spacing between words which reflects the size of the letters.• Write legibly• Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.• Write fluently using a joined style as appropriate for independent writing.• Write, using a joined style, with increasing speed.

