

Year 6 Writing LTP

Autumn 1 3 weeks	Autumn 2 1 week	Spring 1 3 weeks	Spring 2 2 weeks	Summer 1 2 weeks	Summer 2 2 weeks
<p>Stimulus: The Explorer Genre: 3rd Person Narrative Hook: 1st Chapter SPAG:</p> <ul style="list-style-type: none"> Expanded noun phrases with prepositions Parenthesis Metaphors and personification Direct Speech to enhance action and convey character <p>HOT: A 3rd Person Narrative based on the plane crash</p> <p>Purpose: To entertain and publish for writing display</p> <p>Sentence Types:</p> <p>-Name – adjective pair – sentences (Year 5)</p> <p>-2 pairs sentence (Year 5)</p> <p>3 bad – (dash) question? (Year 5)</p> <p>-The more, the more</p>	<p>Stimulus: The Dreadful Menace Genre: Poetry Hook: 2014 Winter Olympics Advert SPAG:</p> <ul style="list-style-type: none"> Metaphors and personification development Formal Language <p>HOT: Four Stanza Poem written as the Dreadful Menace</p> <p>Purpose: Perform poetry in assembly</p>	<p>Stimulus: Travel Adverts Genre: Persuasive Advert Hook: Class residential to Robinwood Skills:</p> <ul style="list-style-type: none"> Relative Clauses Using commas for clarity Using cohesive devices to link ideas across paragraphs Persuasive Techniques <p>HOT: Creating a persuasive advert convincing teachers to book Robinwood</p> <p>Purpose: To persuade and send to Robinwood</p> <p>Sentence Types:</p> <p>-Noun, which, who, where (Year 5)</p> <p>Imagine 3 examples</p> <p>-2 pairs sentence (year 5)</p> <p>-The more, the more</p>	<p>Stimulus: WW2 History Topic Genre: 1st Person Narrative Hook: Beyond the Lines- Literacy Shed Video SPAG:</p> <ul style="list-style-type: none"> Figurative language: personification and metaphors Using colons to join independent clauses Fronted adverbials and starting sentences in a variety of ways Direct Speech to enhance the action <p>HOT: 1st Person account of arriving and fighting on the beach on D-Day</p> <p>Purpose: To entertain and publish for writing display</p> <p>Sentence Types:</p> <p>-One word/phrase: definition</p> <p>-With an action, more action (year 4)</p> <p>-De: de sentences</p> <p>-3 _ed (Year 5)</p>	<p>Stimulus: Literacy Shed Video- "BROKEN: Rock, Paper, Scissors" Genre: 3rd Person Narrative Hook: Chase scene Skills:</p> <ul style="list-style-type: none"> Direct speech to enhance action and convey character Verb openers Using semi-colons to join independent clauses <p>HOT: Narrative of the dialogue within the battle scene</p> <p>Purpose: To entertain the reader</p> <p>Sentence Types:</p> <p>-The more, the more</p> <p>-De: de sentence</p> <p>-__ing, __ed (Year 4)</p> <p>-2 pairs sentences (year 5)</p>	<p>Stimulus: Pandora- Literacy Shed Video Genre: Non-Chronological Report Hook: Request from a scientist to create an information leaflet about a newly discovered creature- create your own creature Skills:</p> <ul style="list-style-type: none"> Parenthesis and relative clauses Passive Voice Use of colons to join independent clauses <p>HOT: Produce an information leaflet which informs people on Earth about a newly discovered creature on Pandora</p> <p>Purpose: To inform and publish for writing display</p> <p>Sentence Types:</p> <p>-Noun, which, who, where (Year 5)</p> <p>-Imagine 3 examples</p> <p>-De: de sentences</p> <p>-2 pairs sentence (year 5)</p>
<p>3 weeks</p> <p>Stimulus: The Explorer- The Smoke Chapter Genre: Diary (recount) Hook: Vlog of lost explorer SPAG:</p> <ul style="list-style-type: none"> Subordinate Clauses 	<p>3 weeks</p> <p>Stimulus: Holes Genre: Informal Letter Hook: Stanley's unfinished letter to Mum SPAG:</p> <ul style="list-style-type: none"> Emotive Language 	<p>3 weeks</p> <p>Stimulus: Holes Genre: Biography Hook: Chapters 23, 25, 26 and 28 (Kate Barlow) Skills:</p> <ul style="list-style-type: none"> Relative Clauses 	<p>2 weeks</p> <p>Stimulus: WW2 Unit and When the Sky Falls Genre: Instructions Hook: How to survive an air raid (Grammarsaurus text)</p>	<p>2 weeks</p> <p>Stimulus: Literacy Shed Video- "BROKEN: Rock, Paper, Scissors" Genre: Sports Commentary Hook: Battle scene</p>	<p>2 weeks</p> <p>Stimulus: Pictures from a supposed 5-star resort Genre: Recount/Complaint Hook: Reading funny/outrageous trip advisor reviews</p>

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<ul style="list-style-type: none"> Using colons to join independent clauses Parenthesis- Chatty Asides <p>HOT: A recount of a day stranded in the Rainforest by one of the children</p> <p>Purpose: Produce a Vlog to inform</p> <p>Sentence Types:</p> <p>-‘Irony’ sentences</p> <p>-Emotion – consequence</p> <p>-Name – adjective pair – sentences (Year 5)</p> <p>-Outside (inside) sentences (year 5)</p>	<ul style="list-style-type: none"> Using semi-colons to join independent clauses Parenthesis- chatty asides <p>HOT: <i>Informal Letter by Stanley to Mum revealing the truth</i></p> <p>Purpose: Send home to parents to inform them about Camp Green Lake</p> <p>Sentence Types:</p> <p>-‘Irony’ sentences</p> <p>-Imagine 3 examples</p> <p>-The more, the more</p>	<ul style="list-style-type: none"> Using commas for clarity Passive Voice Using cohesive devices to link ideas across paragraphs <p>HOT: Creating a biography about the life of Katherine Barlow</p> <p>Purpose: To inform</p> <p>Sentence Types:</p> <p>-Noun, which, who, where (Year 5)</p> <p>-Emotion; consequence</p> <p>-2 pairs sentence (year 5)</p> <p>-The more, the more</p>	<p>Skills:</p> <ul style="list-style-type: none"> Modal Verbs Subjunctive Form Use of cohesive devices to link ideas across paragraphs <p>HOT: How to be an effective Air Raid Protection Warden</p> <p>Purpose: To inform</p> <p>Sentence Types:</p> <p>-3 bad – (dash) question? (Year 5)</p> <p>-Noun, which, who, where (Year 5)</p>	<p>Skills:</p> <ul style="list-style-type: none"> Modal Verbs Passive Voice Commas to clarify meaning or avoid ambiguity <p>HOT: Sports style commentary of the fight between Scissors, Rock and Paper</p> <p>Purpose: To perform</p> <p>Sentence Types:</p> <p>-3 bad – (dash) question? (Year 5)</p> <p>-Noun, which, who, where (Year 5)</p>	<p>Skills:</p> <ul style="list-style-type: none"> Parenthesis Commas to clarify meaning or avoid ambiguity Subjunctive Form <p>HOT: Persuasive Speech from the point of view of Earth</p> <p>Purpose: To be performed using green screen software</p> <p>Sentence Types:</p> <p>-‘Irony’ sentences</p> <p>-Imagine 3 examples</p> <p>-One word/phrase: definition</p>
	3 Weeks		2 Weeks	1 Week	
	<p>Stimulus: Holes</p> <p>Genre: Non-Chronological Report</p> <p>Hook: Clip from the film</p> <p>SPAG:</p> <ul style="list-style-type: none"> Subjunctive Form Relative Clauses Using hyphens to create powerful adjectives <p>HOT: Non-Chronological Report on a deadly reptile</p> <p>Purpose: Creating a Holes inspired display</p>		<p>Stimulus: <i>When the Sky Falls</i>-Class Novel</p> <p>Genre: 1st Person Narrative</p> <p>Hook: Chapter where Joseph experiences the Blitz</p> <p>SPAG:</p> <ul style="list-style-type: none"> Direct speech to enhance action Parenthesis Linking ideas across paragraphs using adverbials and subordinate clauses Use of semi-colons to mark the boundary between independent clauses <p>Purpose: To entertain</p> <p>Sentence Types:</p>	<p>Stimulus: Year 6 SATs</p> <p>Genre: Formal Letter-<i>Requesting an end of year reward trip</i></p> <p>Hook: Class Vote on End of Year Trip</p> <p>Skills:</p> <ul style="list-style-type: none"> Subjunctive form Subordinate Clauses to create cohesion Modal Verbs <p>HOT: Formal letter to Miss Pashley requesting an end of year reward trip</p> <p>Purpose (e.g. for an audience): To send to Miss Pashley</p> <p>Sentence Types:</p> <p>-Some; others</p> <p>-De: de sentences</p>	

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			<p>-With an action, more action (year 4)</p> <p>- __ing, __ed (Year 4)</p> <p>-name-adjective pair- sentences (year 5)</p> <p>-Emotion; consequence</p>	<p>-Noun, which, who, where (Year 5)</p>	
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