Writing Overview: Year 6

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Street Child by Berlie Doherty	**Everest by Alexander Stewart**	**Star of Fear, Star of Hope by Jo Hoestalndt & Erika's Story**	**Macbeth by William Shakespeare**	**Holes by Louis Sachar**	
	Outcome Recount: series of diary entry **Greater Depth** Write each entry from an alternative viewpoint **Outcome** Fiction: alternative ending **Greater Depth** Write from the sisters / Tip's point of view	**Outcome** Recount: biography **Greater Depth** Include section of narrative from the other viewpoint **Outcome** Recount: Journalistic writing **Greater Depth** Include a short piece of information text about Everest	**Outcome** Fiction: historical narrative from Lydia's point of view **Greater Depth** Start and end the story in the present day	**Outcome** Balanced Argument- Should Macbeth kill Duncan **Greater Depth** **Outcome** Persuasion: Should children study Shakespeare? **Greater Depth** To refute counter arguments	**Outcome** Letters: complaint and informal **Greater Depth** Ensure contrast in formality **Outcome** Non-chronological report: animal leaflet	
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	**Sentence** Use modal verbs or adverbs to indicate degrees of possibility	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	**Sentence** Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	
	Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	**Text** Enhance meaning through selecting appropriate grammar and vocabulary	**Text** Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	**Text** Use a wider range of devices to build cohesion Identify the audience and purpose for writing	**Text** Use a wider range of devices to build cohesion Choose the appropriate register Use organisational and presentational devices to structure text	
	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis)	**Punctuation** Use semi-colons to mark boundaries between independent clauses	**Punctuation** Use colons or dashes to mark boundaries between independent clauses	**Punctuation** Use a colon to introduce a list and use of semi-colons within lists	