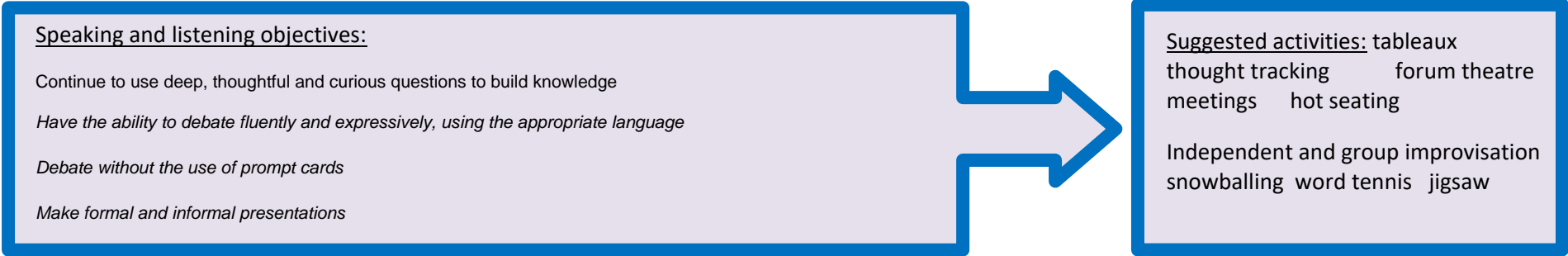


Year Six Writing Long-Term Plan



Purpose for writing (concept)	To Inform	To Entertain	To persuade	To Inform	To Entertain	To persuade (discuss)
	<p>Classic text: Frankenstein</p> <p>*Blog (diary) *letter *Journalistic writing</p> <p>Whole school</p> <p>Poetry week: In Flanders' fields and sonnets</p>	<p>Performance: Remembrance</p> <p>3rd Person Narrative: Visual Literacy: The Piano</p> <p>1st person narrative: War Horse</p> <p>Discussion text: Is it right to use animals in war?</p>	<p>Speeches week: Use Neville Chamberlain and King George VI's outbreak of war speech.</p> <p>Visual literacy: Watch Bill and Peg's interview and write bias journalistic reports.</p> <p>Letters of persuasion The Lion and the Unicorn</p>	<p>Biography: Anne Frank</p> <p>Instructional writing: How to cook Children</p> <p>Explanation texts - Use The Land of Never believe - How to capture a Jabberwock/snarktog</p>	<p>3rd person Narrative: The Wizard of Oz visual literacy</p> <p>Myth: The selkie</p>	<p>Poetry Slam: Shakespeare's sonnets</p> <p>Debate: Should children be allowed to vote?</p> <p>Writing to entertain retrieval: Story from another culture: Sinbad the sailor John Yeoman</p>
SPaG skills	Preceding SPaG	Synonyms/Antonyms Subjunctive Semi-colons Dialogue to advance	Active and passive Cohesion Question tags Mastery of formality	Subjunctive Colon, semi-colon and single dash to demarcate main clause	cohesion	Mastery

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Speaking and listening objectives:

- Continue to use deep, thoughtful and curious questions to build knowledge
- Have the ability to debate fluently and expressively, using the appropriate language*
- Debate without the use of prompt cards*
- Make formal and informal presentations*

Suggested activities:

- tableaux
- thought tracking
- forum theatre
- meetings
- hot seating
- Independent and group improvisation
- snowballing
- word tennis
- jigsaw

Published work	Blogs Letters Newspapers Poems	Book	Recorded speech Newspapers Biographies	Instructions Explanation text	Book Video	Performance Debate Books
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Stimulus	Rationale
Frankenstein (Usborne Series 4) Dark Red	<p>His text uses the gothic text as a basis giving the children an aspirational insight into the fact that there are different periods in Literature.</p> <p>The vocabulary in this version is aspirational and the series 3 book can also be used in conjunction to support those with Limited English or have a SEND relating to processing. Pictures in this version support EAL learners and can be used to support drama and the growth of vocabulary.</p> <p>The letters and News articles contained within the text provide a model for children to expand upon in their independent writing since the entire text is a recount, it can be used as a stimulus for writing to inform.</p> <p>This supports children at St Thomas' to explore a new genre of Gothic Literature which is aspirational.</p>
War Horse (Michael Morpurgo) Dark Blue	<p>War Horse, by Michael Morpurgo, begins to deepen children's understanding for the requirement of technical vocabulary within narrative writing when they write to entertain.</p> <p>The Children are able to analyse the use of MM's use of commas for clarity, for how commas are used to address the speaker ('You know what I mean, Joey, ...') and commas for question tags. This is a perfect basis for children who are on track to be greater depth to be able use and apply these sentence structures in their own writing to meet the objective of applying reading.</p> <p>This supports children at St Thomas' as they build upon their knowledge of farming and animals from previous reading – the narrative is told from the perspective of an animal and the structure of the writing is accessible to recreate for a purpose.</p>
The Piano (Visual Literacy)	<p>The piano does not have any speech or dialogue. This is the perfect opportunity for children to use drama, emotions wheels and discussion to explore a character. The opportunity for character description, and the selection of vocabulary for a purpose (appropriate vocabulary to create an impact on a reader) allows learners to grow in maturity when writing a 3rd person narrative.</p>

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	For children at St Thomas' they are able to explore their feelings and this supports our safe and secure driver.
Neville Chamberlain's outbreak of war speech	Following on from writing to persuade in Year 5, the children are able to revisit FEARRR and see how the audience and the purpose of the text can be persuasive on different levels. Using this outbreak of war speech and King George VI's, children are able to select vocabulary maturely for the purpose for writing.
Bill and Peg interview (Interview of people who witnessed WW2 events)	Building upon vocabulary application and the writing to inform unit in Term 1, this stimulus allows children to develop their note taking skills in preparation for their next steps in education. This is real life journalism in action as they select their news story (that will include bias to build upon the propaganda work) to create a persuasive news article.
How To Cook Children (Martin Howard)	These instructions in this text use detail to create the character. The cohesion in each set of instructions clearly builds the character (likes, dislikes and habits) of each witch. Children have the opportunity to write at a GD by controlling formality – perhaps even creating contrasts between characters – as well as applying their understanding of language and sentence structure from the reading.
The Jabberwocky (Lewis Carroll)	This nonsense poem is learned and performed and is then used as a stimulus for non-chronological reports. This creature is inspiring and allows the children to take their feelings from reading the poem and to write purposefully to convey them to their own reader.
The Land of Never believe (Norman Messenger)	This rich nonfiction text provides GDS children with the opportunity to be able to use a model to then create their own text for the Jabberwock/snarktog.
The Wizard of Oz (Frank L Baum - Black) and use of the film	The purpose of using the text and the film is to allow the children to begin to explore the differences between books and their original texts. This then allows for the discussion of why? What impact does X have on the reader? Why would that not be the same for the film's audience? This allows the children time to reflect upon how they develop characters and plot while also gleaning stylistic multiclaue sentence structures and repetition language strategies from Frank L Baum's writing.

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Independent and group improvisation
 snowballing word tennis jigsaw

Rudyard Kipling's Just so stories	The classic text is aspirational and supports children to perform for an audience – this in turn provides the opportunity to write their own fable supporting scope for Greater Depth writing.
Sonnets (William Shakespeare) And Poetry (Emily Dickinson)	Sonnets are an aspirational form of poetry explored during poetry week in Term 1. Here, children look at famous sonnets and also at Emily Dickinson's mis use of punctuation in contrast to Shakespeare's rigid use of form. The opportunities that arise from this are that children have an opportunity to now play with punctuation and language to explore how they can stretch and bend them and apply them for an impact on their reader.
Sinbad The Sailor (John Yeoman)	This text allows the children to explore ghost writing. Can children apply sentence structures, punctuation and vocabulary choices that mimic John yeoman? This skill gets children thinking about the impact and purpose of each word, phrase and clause structure.