

Year 6 MTP Writing Autumn 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Synonym	Words that share a definition	Big large	<p style="text-align: center;">The pupil can, after discussion in class and use of the working wall (Y6 TAF WTS statements - see EXS also):</p> <ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly. <p style="text-align: center;">Writing to entertain</p> <p style="text-align: center; color: #4F81BD;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center;">Speaking and Listening</p> <ul style="list-style-type: none"> To understand how to use deep, thoughtful and curious questions to build knowledge. To understand and to have the ability to debate fluently and expressively, using the appropriate language. To know how to debate without the use of prompt cards. To understand how to make formal and informal presentations.
antonym	Words that share a direct opposite definition	Hot cold	
Subjunctive	Wishing or suggesting - using <i>If I were</i> (rather than <i>was</i>) Using the mood/form 'that be' to make a formal suggestion or demand.	<i>If I were you, I would travel by plane.</i> It is requested that all children be in school uniform for the event.	
Semi-colon	<ol style="list-style-type: none"> 1. ; used to separate items in a longer list or bullet points. 2. Used to separate clauses with a comma following the words: however, therefore, whereas, nonetheless, nevertheless etc. 3. Used rather than a co-ordinating conjunction between two main clauses 	I travelled: to Edinburgh by train; to London in a car; to Cardiff by bus and to Paris on the Eurostar. I like biscuits; however, there are none left. I am tired; I think it's almost my bedtime.	
Punctuation of direct speech	Colon or comma to introduce speech part way through a sentence. Inverted comma(s), opens with a capital letter, punctuation then the inverted comma(s) close.	Hannah walked into the room and said: "Has anyone seen Sarah?"	
Dialogue to advance the action	Dialogue (3 pieces of speech - speak, reply then first speaker responds) that reveals new information or takes the characters elsewhere.	"What do you mean you've not seen Sidney for an hour? You were told to watch him... closely" Sarah shrugged: "Maybe he went to the park, let's go there and look for him now." "You had best hope he is there or we are both in trouble!" They arrived at the park a few minutes later, calling and shouting Sidney's name.	

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand how words can belong to different word classes depending on the sentence L.O To know how to find adverbs L.O To independently identify determiners	L.O To understand the rules of was and were. L.O To know how to identify the subjunctive for wishes or suggestions L.O To independently identify the most formal sentence	L.O To understand the names and purposes of different punctuation L.O To know how to apply punctuation to demarcate main clauses L.O To independently identify if a colon or semi-colon should be used.	L.O To understand how to punctuate direct speech L.O To know what is classed as dialogue L.O To independently punctuate dialogue following the clear rules for punctuating direct speech.	L.O To understand synonyms and antonyms L.O To know how to apply a knowledge of synonyms and antonyms to test questions L.O To independently identify synonyms and antonyms	L.O To understand L.O To know L.O To independently (From testing)	L.O To understand L.O To know L.O To independently (from testing)

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
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<p>Week 1 Text: (poetry from End T1) Performance Purpose: To Entertain Inspire Remembrance</p> <p>Adventurous vocabulary for the week:</p>		<p>L.O To develop a toolkit to create a poignant performance</p> <p>Reflect on previous performances Discuss the purpose of the performance and the intended impact on the audience. (suitable volume, clear diction, intonation, facial expression, body language.)</p>		<p>L.O To reflect on my diction and intonation when performing</p> <p>Children to rehearse their parts in class before coming together to perform in their small groups.</p> <p>L.O To consider the impact of my posture, facial expressions and tone of voice on a reader.</p> <p>As last lesson but as a whole cohort.</p>					
<p>Week 2 Text: Visual Literacy – The Piano https://www.lit-eracyshed.com/piano.html Purpose: To Entertain</p> <p>Adventurous vocabulary for the week: gleeful, jubilant, dejected, wretched, forlorn, wistful, nostalgic</p>	<p>Monday (Hook lessons (30 min instead of 6R))</p> <p>L.O To infer and ask questions to improve understanding</p> <p>To be successful I must:</p> <ul style="list-style-type: none"> -Use clues and visuals to decide what I know - use clues to make links and predictions - ask questions that will further your knowledge and understanding - punctuate questions correctly <p>Get the children to sit in a circle - children to listen to the music of the Piano.</p> <p>Show the pictures of a wedding ring, a first aid helmet and a hobby horse. Where do you think this music is from? What mood does it create? How are these props linked? If you were to tell a story what would happen?</p>	<p>Monday</p> <p>L.O To consider how characters are developed</p> <p>To be successful I must:</p> <ul style="list-style-type: none"> - use facial expressions and content to predict feelings - decide the extent of the feeling - explore how light is used to reflect the feelings - explore how space is used to reflect feelings <p>Play the film again. What do you think is the most significant part? Does it affect your emotions and if so why and how?</p> <p>(Use emotions grid to extend children's description)</p> <p>Explain that we are going to focus on the feelings of the character. What different emotions does he go through? Share key vocabulary list so the children are</p>	<p>Tuesday</p> <p>L.O To explore language to describe a character though a meeting.</p> <p>To be successful I must:</p> <ul style="list-style-type: none"> -use the meeting speaking and listening strategy - use thesauruses to explore word meanings - substitute word choices - include adjectives, adverbs, similes, metaphors, personification <p>Share DADWAVERS app examples for different atmospheres. What atmosphere has been created? How is this achieved? What forms of figurative language have been included?</p> <p>Teach simile, metaphor and personification to the children.</p> <p>LA - children to use a zone of relevance to choose suitable words to describe the character. After mini-plenary children to be given a zone of relevance for the piano.</p> <p>Children to re-join with their groups from Tuesday (using their work for this lesson also) and on strips of sugar paper add phrases to create the atmosphere of the setting and character.</p> <p>Mid-plenary: change the focus to the piano. Take the children into the hall to touch and hear the piano.</p>	<p>Wednesday</p> <p>L.O To discuss the impact of vocabulary and descriptive phrases on the reader</p> <p>To be successful I must:</p> <ul style="list-style-type: none"> - be selective in word choices - use adjective, adjective noun - create atmosphere and feelings within your writing <p>Play the start of the Piano with the scenes of him just playing. Explain that we are going to write this part in our writing.</p> <p>Share the LO with the children. What is a noun phrase? What impact do these have on your writing?</p> <p>Model to the children how to apply notes from the previous lesson to support them and to apply the LO.</p> <p>Children to use their previous work and also stills of just the beginning section of the film to break and build the sentences up for the children.</p>	<p>Thursday</p> <p>L.O To draft a short story</p>	<p>Friday</p> <p>L.O To publish a short story</p>			

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	<p>LA - TA GG MA mixed groups I HA T support to extend</p> <p>Play the film for the children to see. Play once and then play a 2nd time pausing to ask inference and thinking skills questions and for the children to complete the 2nd part of the inference grid.</p> <p>Use mini-plenaries to share ideas and questions from the children.</p> <p>Photograph for the children's books.</p> <p>Extension: this short film created lots of questions. Does this make it a good or bad short film/story?</p>	<p>developing their expectations</p> <p>LA and LA/MA- children to work in 2s to create a feelings line graph for the character. Give the children stills and they need to order and correlate an emotion.</p> <p>MA - supported by CT for task below.</p> <p>HA - Children to work in 3s and be given stills of the film with space for them to write mood at the top of the still. Children to then map the still against space and light.</p> <p>Extension - children to be given thinking skills questions to discuss as they make their decisions.</p> <p>Use airserver to show where children have plotted the stills. Why did you decide this? Could it be anywhere else? Which mood reflects this image?</p> <p>Discuss the thinking skills questions with the class.</p> <p>In books</p>	<p>Extension:</p> <p>Give the children the beginning and ending image of The Red Tree and ask children to apply their understanding of how word choices affect</p>	<p>Mini-plenary - ask children to underline in blue the expanded noun phrases that they have used and check for use of the previous day's work.</p> <p>Ask some children to present their work while playing the film in the background. How has x created atmosphere? What punctuation have you used in between the adjectives?</p>			
<p>Week 3 Text: Purpose: To Entertain Audience:</p>	<p>LO: To be able to précis a text</p> <p>S.C</p>	<p>LO To identify an author's use of commas</p> <p>Together look at a selection of sentences</p>	<p>LO To develop a character through forum theatre</p> <p>Hotseat Joey</p>				

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<p>Adventurous vocabulary for the week: Support: harness, trooper, respiratory haversack, bridle, stirrup</p> <p>Stretch and challenge: chafing incessantly benevolent braying deception</p>	<p>*Read the chapter and identify the main points</p> <p>*Reread carefully and make a descriptive outline - vocabulary</p> <p>*Plan on the swsbs</p> <p>*Write a précised version of the chapter Show chn WarHorse and read the blurb. Then read the Author's Note, which sounds true, but is also fiction. Explain to chn that MM had however, chatted to old men in the village where he lived, two of whom had worked with horses during WW1 and a third who could remember horses in the village being bought by the army to take to war. His wife had also been given a painting that showed horses suffering in WW1. These and a boy who struck up a relationship with a horse on MM's farm, were his real inspiration for the story. Read Chapter 1 - note new vocab on the slide.</p> <p>Who is telling the story? Other characters? Setting? How old are Joey and Albert.</p> <p>Model précising the first chapter - use the swsbs plan. Children to write their own summary of chapter 1.</p>		<p>from War Horse that contain commas.</p> <p>Establish whether they separate items in a list, separate a subordinate clause from a main clause, separate two main clauses, separate a fronted adverbial from the main clause, indicate parenthesis, or enclose the person(s) to whom the writer is speaking or writing.</p> <p>Chn to write the sentence on sugar paper, annotating the clauses - children to explain the function of the comma.</p> <p>LA TA support</p> <p><i>Do the commas in these sentences separate phrases, clauses? A list? Does it follow a fronted adverbial? For direct speech? The person being spoken to?</i></p> <p>MA independent as above</p> <p>HA Guided Group</p> <p>Tool kit - style of writing as Michael Morpurgo</p> <p>Photocopy a few pages from the book and work together to unpick how he writes.</p>	<p>Create a text map.</p> <p>Add in feelings and motives</p> <p>Prepare it for substitution</p> <p>Support: bit, whip, plough, furrow, sacrifice</p> <p>Stretch and challenge: combatant, comprehensive, shoulder, individual</p> <p>Language, muscle, vacate, physical, foreign, instantaneously, fraught</p> <p>Calamitous, equip (-ped, -ment), community, cemetery, belligerent</p> <p>Accomplish, resolute, government, martyr, contusion, admonish</p>				
<p>Week 4 Text: War Horse opener Purpose: To Entertain</p>	<p>(Assessment week)</p>				<p>L.O TO substitute a text to write an opener</p> <p>On a whiteboard, map the events from Chapters 1-2</p>	<p>L.O To draft an opener.</p> <p>Children to use their text map, technical vocabulary and (for GD children MM's commas</p>		

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<p>Adventurous vocabulary for the week:</p>					<p>Why is the declaration of war important? Why has a year passed between the two chapters? What technical vocabulary is used relating to a horse?</p> <p>Children to attend a webinar from the Blue Cross to inform them of the roles of other animals in WW1. Children to then substitute the events of the opener and research the key terms for that animal.</p>	<p>for names and question tags.)</p>		
<p>Week 5 Text: War Horse Middle Purpose: To Entertain</p> <p>Adventurous vocabulary for the week:</p>	<p>(Read Chapters 4-6 to be able to write this middle section of the story.)</p>		<p><u>L.O To understand how dialogue can advance a story.</u></p> <p>Use the worked example Children to annotate Create examples of using dialogue to advance stories using picture stimuli</p>		<p><u>L.O To plan a dramatic dilemma</u></p> <p>Analyse examples of texts that create tension or reveal something dramatic. Create a tool kit. Adjectives Cohesion through repetition. Short sentences Elipses for cohision One word paragraph</p> <p>Children to then plan their dilemma on a 'box it up' plan.</p>	<p><u>L.O To draft a dramatic dilemma</u></p>	<p><u>(perhaps an editing lesson to make the two parts of the story flow.</u></p> <p>With HA could they add a motif? Look at how commas create cohesion as they draw upon reading. Can they use any descriptions or vocabulary from the famous poems for GD?)</p>	
<p>Week 6 Text: War Horse end Purpose: To Entertain</p> <p>Adventurous vocabulary for the week:</p>	<p><u>Read chapter 17</u></p> <p><u>L.O To research the experience of war for service animals.</u></p> <p>Children to look at Chapter 17. Reveal snippets from chapter 20 about horses being auctioned to the meat market.</p> <p>What was the fate of many animals? How were some posthumously celebrated? What medals? How are they remembered now – look at the foreword of War Horse and</p>	<p>L.O To know what makes a satisfying ending for an audience.</p> <p>Evaluate different story endings.</p> <p>Create a toolkit for a satisfying story ending.</p> <p>Children to then text map on whiteboards their own story ending using the research from yesterday.</p>			<p>L.O To consider how to create cohesion across my own writing.</p> <p>Children to look back at their work</p> <p>Have they had any standout moments? Vocabulary? Descriptions?</p> <p>How can these be used to create cohesion when we write the ending. Children to plan using the box it up method.</p>	<p>L.O To draft a story ending.</p> <p>Children to write a cohesive ending to their story</p>	<p>L.O To self-assess my own story.</p> <p>Give the children the marking ladder</p> <p>Children to assess their own after another child has read it to them.</p>	<p>L.O To publish my war animal story.</p>

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	<p>how this is all based upon a painting.</p> <p>Give the children appropriate text-level information for them to read research on their animal.</p>							
<p>Week 7</p> <p>Text: Purpose: To Entertain Audience: Short story writing competition</p> <p>Adventurous vocabulary for the week: Use of BAT display from this term</p>	<p>Short independent story for a school story writing competition</p> <p>You need to present the children with a selection of curious objects for different purposes that would belong to a particular character</p> <p>L.O To develop a character orally</p> <p>Input & Key Questions: Show the children a selection of settings and share the writing competition. What might we need to do to be successful - create a s.c for an exciting short story. What makes a character you fall invest in - chn to share characters from their own reading? Share the pyramid that will help the children to develop their character today.</p> <p>Who does it belong to? How old are they? What is their physical appearance? What are their likes and dislikes? What are their hopes? Dreams? Motivation? (think about the connection to the sea) What are they afraid of? Worried about What do others say about them?</p>	<p>LO: To be able to text map and tell a short story.</p> <p>Input & Key Questions: If I asked you to tell me a story, which ones do you know well enough that you could tell us all right now? Select one and model text mapping it.</p> <p>Model substituting it.</p> <p>Children to go through these processes in their groups</p> <p>Now, Model making additions, perhaps add description, dialogue, new characters and event s, extra detail.</p> <p>Chn to develop their story</p> <p>Finally alter characters, settings, events, opening and ending.</p> <p>Children to work on a trimmed piece of paper which can be stuck in after the writing lesson.</p>	<p>LO: To be able to write a short story.</p> <p>Input & Key Questions: Children to tell the story using their maps - ensuring they explain who the character is. Show the paragraph on the ppt. Model editing it so that chn will consider their use of vocabulary - remind 500 words - this is two pages(just over with large handwriting) Discussing the detail in key moments. Rather than the wood ' what could we call it to make it sinister? Dead-man's wood Rather than standing in the church - in the church doorway Add the time of day Powerful verb Simile 5 senses</p>	<p>2nd day to write</p>	<p>Reflect on toolkits from writing to entertain term</p> <p><u>Publish including art work</u></p>			

Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.