

Y6 Writing: Long-Term Plan



8

	Autumn Term				Spring Term				Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
focus	Narrative::Character Description and Dialogue Focus The Phone Call Home	Transactional: Instructions Cold and Flu Remedy	Transactional: Non-chron report Dragons	Narrative: Character and Setting Description Focus Portal Story	Transactional: Formal Persuasive Letter Petition to Mr Sadgrove	Narrative: Action and Setting Description Focus The Dreamgiver	Transactional: Instructions Dessert Recipe	Narrative: Description / Action Focus Alma	Narrative: Dialogue and Character Description Focus Matilda: Amanda Thrupp	Transactional: Formal Advert and Informal Review Hotel Advert and Trip Advisor Review	Transition Units as set by BHS	Poetry: Let There Be Peace, Lemn Sissay
innovation	Change the headteacher, the child and their actions, and the reaction of the parent.	Change the reasons for making the remedy and the process.	Change the dragons habitat, diet and appearance.	Change the location to where the portal takes the main character.	Change the reason for writing to Mr Sadgrove.	Change the appearance of the dreamgiver, the setting description and the features of the room where the children sleep.	Change the introduction of the dessert using mentor texts as strong examples. Change the method following the teacher demonstration of a process.	N/A: film	Pupils choose their own pupil and their misdemeanour. Pupils create dialogue after acting out what each character might say.	Model text - restaurant advert and review Independent text - hotel advert and trip advisor review		Change the refrain,the wartime ideas and the images of peace and hope.
outcome	A scene integrating a passage of extended dialogue, three to four sections/paragraphs in length.	Children will write a recipe, with an introduction of at least four sentences, an ingredients section and a sequence of at least five steps.	Children will write at least four paragraphs, including an introduction and at least three paragraphs focused on a feature of the dragon.	Children will write three paragraphs, including an extended section of setting description integrated into the unfolding plot after the portal is reached.	Children will write a letter with an introduction of at least three sentences, and three subsequent paragraphs, each developing one reason for the overall argument presented.	Children will write their innovative plot based on the first few minutes of the film. If following the same structure as the model text, pupils will write a scene of four sections.	Children will write a recipe, with an introduction of at least four sentences, an ingredients section and a sequence of at least five steps.	Children will revise the toolkits of previous pieces of descriptive writing before exploring mentor texts relating to setting description, creating tension, dramatic irony and starting stories in different ways. They will then write a short section of the film <i>Alma</i> as a narrative. In the film, this only needs to be the section until Alma walks into the shop and the door closes behind her.	A scene including dialogue and character description, three to four sections/ paragraphs in length.	A formal advert of four short paragraphs, followed by an informal review of four paragraphs.		Innovated poem, titled with the child's own refrain, following the same structure as the original, but using language and images generated from discussion and exposure to media.
sentence- level objectives	Use speech punctuation and speech sentences. Use interior monologue. Use question tags.	Revise <i>subordination</i> using <i>if, when, before, after, and as</i> . Use colons to begin lists. Use <i>relative clauses</i> at the ends of sentences using <i>who, which</i> and <i>that</i> .	Use colons to begin lists and to add reason or explanation. Use the passive voice. Use modal verbs. Use <i>relative clauses</i> at the ends of sentences using <i>where</i> and <i>whose</i> .	Use semi-colons (weather; emotion / action;reaction / one thing; another thing). Use <i>relative clauses</i> embedded into sentences with parenthesis punctuation.	Use the subjunctive voice. Use further examples of parenthesis (for emphasis, to create feeling that the writer is speaking or for emphasis) Revise the passive voice and the uses of colons. Use semi-colons to link sentences where a conjunctive adverbial begins the second sentence (however, therefore, consequently).	Use hyphenated descriptive phrases. Revise relative clauses. Use ellipses. Use parenthesis to name and explain.	All aspects of the NC have been taught to this point. Teachers should revise the main sentence-level objectives within these units based on assessment and how applicable they are to the independent pieces being taught.				N/A	