

Year 6 Woodland Writing LTP



Year 5 and 6 Writing National Curriculum			
<p>Transcription: Spelling See English Appendix 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. 		
<p>Transcription: Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. 		
<p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Draft and write by: <ul style="list-style-type: none"> * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Evaluate and edit by: <ul style="list-style-type: none"> * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		
<p>Vocabulary, grammar and punctuation See English Appendix 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Appendix 2 states: <ul style="list-style-type: none"> *The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: ‘He’s your friend, isn’t he?’, or the use of subjunctive forms such as ‘If I <u>were</u> ...’ or ‘<u>Were they to ...</u>’ come some very formal writing and speech]) * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility Appendix 2: Adverbs, for example: perhaps, surely. Modal verbs, for example: might, should, will, must * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5 and 6 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity Further note: Year 5 teach hyphens for numbers & adjectives, and use NNS programme to teach hyphens for a prefix added, which ends in the same letter as the root word e.g. co-operate. * using brackets, dashes or commas to indicate parenthesis * using semi-colons, colons or dashes to mark boundaries between independent clauses Appendix 2: For example, ‘It’s raining; I’m fed up.’ * using a colon to introduce a list * punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">Additional detail mentioned in Appendix 2</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity </td> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">Additional detail mentioned in Appendix 2</p> <ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the colon to introduce a list and use of semi-colons within lists • How hyphens can be used to avoid ambiguity [e.g., man eating shark / man-eating shark, or recover / re-cover] • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points </td> </tr> </table>	<p style="text-align: center;">Additional detail mentioned in Appendix 2</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<p style="text-align: center;">Additional detail mentioned in Appendix 2</p> <ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the colon to introduce a list and use of semi-colons within lists • How hyphens can be used to avoid ambiguity [e.g., man eating shark / man-eating shark, or recover / re-cover] • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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Year 6 Writing LTP

Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Class Text	The Boy in the Striped Pyjamas/Secret War Diary														
Writing Outcome	Teacher discretion	Fiction Suspense story			Non Fiction Recount			Teacher discretion	Fiction Warning story			Non Fiction Information		Metaphoric Poetry	Teacher Discretion
Writing Hook		Beyond the lines (Literacy Shed)			Evacuation video clip				The Boy in the Striped Pyjamas – video clip of going into the camp			Who was Winston Churchill? Or Information about an event in WW2		Free verse or rhyme	
Composition		<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors 				<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors 			
Ongoing discrete skills	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Continued focus on basic skills. 														

Spring term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Class Text	This morning I met a whale/Flotsam/Flood													
Writing Outcome	Teacher discretion	Fiction Journey story			Non Fiction Discussion			Fiction Beating the monster story			Non Fiction Explanation			Teacher Discretion
Writing Hook		Float (picture book)			Should all plastic be banned?			Flood (picture book)			How can we protect the oceans?			
Composition		<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors 			
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Summer term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Class Text	Street child & Cog heart													
Writing Outcome	Poetry Narrative	Fiction Change story			Non Fiction Persuasion			Fiction Losing story			Non Fiction Discussion		Teacher Discretion	
Writing Hook	Moth	Street Child – meeting Tip Or Oliver twist clip			Letter to Mr Scrooge (TWS)			Street Child			Should we wear uniform at high school?			
Composition		<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors 			
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