Year 6 Woodland Writing LTP

00		
	2	
	Y	

	Year 5 and 6 Writing National	Curriculum
Transcription: Spelling	Pupils should be taught to:	
See English Appendix 1	 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 need 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. 	eds to be learnt specifically, as listed in English Appendix 1
Transcription: Handwriting	 Pupils should be taught to: 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 lett * choosing the writing implement that is best suited for a task. 	ters
Composition	Pupils should be taught to: • Plan their writing by: * identifying the audience for and purpose of the writing, selecting the appropriate form and using other sim * 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 • Draft and write by: * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character * 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 exam] • Evaluate and edit by: * 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 la • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	read, listened to or seen performed meaning and advance the action ple, headings, bullet points, underlining] nguage of speech and writing and choosing the appropriate register
Vessbulen, swammen and	Pupils should be taught to:	
Vocabulary, grammar and punctuation See English Appendix 2	 Develop their understanding of the concepts set out in English Appendix 2 by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunce (Appendix 2 states: * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal * The difference between structures typical of informal speech and structures appropriate for formal sum' or 'Were they to' 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, * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted tearning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: * 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 NI * using semi-colons, colons or dashes to mark boundaries between independent clauses Appendix 2: For exa * using semi-colons, colons or dashes to mark boundaries between independent clauses Appendix 2: For exa * punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discurately and appropriately in discurately and appropriately in discurately and appropriately in discurately and appropriately in discu	speech and writing [for example, find out – discover; ask for – request; go in – enter] 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 were surely. Modal verbs, for example: might, should, will, must d) relative pronoun NS programme to teach hyphens for a prefix added, which ends in the same letter as the root word e.g. co-operate. mple, 'It's raining; I'm fed up.' assing their writing and reading. Additional detail mentioned in Appendix 2
	 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 	 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

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 P	yjamas/Secret W	/ar Diary					
Writing Outcome	Teacher discretion	Fiction Suspense story			Fiction ount	Teacher	Fiction Warning story			Non Fiction Information		Metaphoric al Poetry Free verse	Teacher	
Writing Hook		Beyond	the lines (Litera	cy Shed)	Evacuation	n video clip	discretion		e Striped Pyjam going into the ca	· · · · · · · · · · · · · · · · · · ·	Who was Winst Or Information	on about an	or rhyme	Discretion
Composition		reading and of in writing nation developed chave read, list. Draft and write by selecting approximates and enhance means atmosphere character and evaluate and edit. Evaluate and edit. Proof-reserved.	eveloping initial ideal research where neces research where neces research; considering naracters and setting stened to or seen personal setting setting how such choices aning and integrating dialord advance the action setting the effectiveness of writing sead for spelling and personal setting and personal setting sead for spelling and personal setting sead for spelling and personal setting sead sead setting sead setting sead setting sead setting sead sead sead sead sead sead sead sead	how authors have is in what pupils rformed and vocabulary, can change and characters and in the convey of their own and counctuation errors	research when Praft and write by selecting app and vocabula how such che and enhance using further and presenta structure text reader [for ext bullet points, Evaluate and edit assessing the their own and proposing che vocabulary, g punctuation to and clarify me ensuring the correct use o throughout a Proof-read for s punctuation err	eveloping initial lig on reading and ere necessary /: ropriate grammar rry, understanding bices can change meaning organisational tional devices to t and to guide the kample, headings, underlining] by: effectiveness of d others' writing anges to rrammar and to enhance effects eaning consistent and f tense lipiece of writing spelling and ors		reading and re in writing narr developed character and write by selecting apprunderstanding enhance meal in narratives, atmosphere a character and Evaluate and edit is assessing others' w Proof-read	reveloping initial idea esearch where necessarch where necessarch where necessarch setting aracters and setting tened to or seen personal setting tened to or seen personal settings, and such choices ning describing settings, and integrating dialed advance the action by: The effectiveness of the effect	essary thow authors have gs in what pupils erformed and vocabulary, can change and characters and ogue to convey n of their own and punctuation errors	research where Draft and write by: selecting approand vocabulary how such choice and enhance in using further or presentational structure texts reader [for exabullet points, using the example of their own and proposing chare vocabulary, grapunctuation to and clarify medical ensuring the compact of their own and ensuring the compact of their own and clarify medical ensuring the compact of the	peloping initial on reading and encessary opriate grammar and encessary opriate grammar and encessary opriate grammar and devices to end to guide the emple, headings, anderlining] y: offectiveness of others' writing enges to enhance effects ening on sistent and tense throughouting elling and		
Ongoing discrete skills		fluently and with i cus on basic skills.	increasing speed b	y choosing which	shape of a letter to	o use when given	choices and decid	ing whether or not	to join specific le	etters.				

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					Th	his morning I met a v	hale/Flotsam/Flo	ood				
Writing Outcome			Fiction			Fiction		Fiction		Non		
Outcome	Teacher discretion	Journey story			Disc	cussion	Bea	ating the monster	story	Expla	Teacher Discretion	
Writing Hook	uiscretion		Float (picture book	()	Should all plastic be banned?			Flood (picture boo	k)	How can we protect the oceans?		Discretion
Composition		Plan their writing by: 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: 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 Evaluate and edit by: assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors			drawing on reach necessary Draft and write by: selecting approproact vocabulary, und choices can chain meaning using further or presentational chain and to guide the headings, bullet Evaluate and edit by assessing the effects and others' write proposing chang grammar and pueffects and clarieness and clarieness ensuring the color of tense throughters.	priate grammar and derstanding how such ange and enhance arganisational and devices to structure text e reader [for example, t points, underlining] (): (ffectiveness of their own ting ges to vocabulary, unctuation to enhance ify meaning insistent and correct use thout a piece of writing elling and punctuation	Plan their writing by: 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: 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 Evaluate and edit by: assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors			Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: 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] Evaluate and edit by: 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	Write legibly, flu Continued focus	•	asing speed by choosi	ng which shape of a	letter to use when gi	iven choices and decidi	ng whether or not t	o join specific letters				

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						St	reet child & Cog	heart						
Writing Outcome	Poetry Narrative	Fiction Change story				iction asion	Fiction Losing story			Non Fiction Discussion				
Writing Hook	Moth		et Child – meetir Or Oliver twist cl	~ .	Letter to Mr S	Scrooge (TWS)	Street Child			Should we wear uniform at high school?		Teacher Discretion		
Composition		Plan their writing by: • 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: • 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 Evaluate and edit by: • assessing the effectiveness of their own and others' writing • Proof-read for spelling and punctuation errors			ideas, drawing research whee Draft and write by selecting appure and vocabular how such chood and enhance using further presentations structure text reader [for expected by the content of the conten	eveloping initial g on reading and ere necessary 7: ropriate grammar ry, understanding pices can change meaning organisational and all devices to the and to guide the cample, headings, underlining] by: effectiveness of dothers' writing anges to rammar and to enhance effects eaning consistent and fitense throughout iting pelling and ors	 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by: assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors 			Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: 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] Evaluate and edit by: 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			Write legibly, fl	uently and with ir	ncreasing speed by	•	nape of a letter to	•	oices and decidin	g whether or not t	o join specific lette	ers.		