

Year 6 Writing Overview

Year 6 Au1	TOMB RAIDERS Casting the Gods Adrift - Geraldine McCaughrean	2 week unit - Box up planner I do: Warning narrative - Don't go in the ... school overnight We do: Warning narrative - Don't go in the ... deserted house You do: Warning narrative - Don't go in the ... discovered tomb Children to write their own warning narrative based on their history work on the discovery of Tutankhamun's tomb. Grammar teaching: Recap speech work from Year 5 to include dialogue to show character and move on action. <i>E.g "Whatever you do... do not go into the abandoned house," warned mum as she flew out of the door, late for work.</i> Grammar teaching: Recap cohesive devices such as fronted adverbials, range of alternative noun phrases or pronouns. <i>E.g Without a moments thought, Jason squeezed through the gap in the fence into the overgrown garden. Not wanting to be left behind, Carrie followed after <u>her reckless brother</u>.</i> 1 week unit - Box up planner I do: Instructions for 'How to Build a Pyramid'. You do: Instructions for 'How to mummify a Pharaoh' Following research , film excerpts and workshop, children to write instructions for how to mummify a pharaoh as a chief embalmer. Grammar teaching: Recap linking ideas across paragraphs using adverbials of time. <i>E.g Firstly, collect waters from the Nile and carefully wash the body of the sacred leader. Following a week of prayers, use the obsidian knife to make a deep insertion into the abdomen, taking care to not puncture the lungs.</i> Grammar teaching: Recap use of dashes and brackets to show parenthesis. Use expanded noun phrases to convey complicated information concisely. Semicolons to show linked independent clauses. <i>E.g 4 terracotta canopic jars (for the lungs, intestines, liver and stomach)</i> <i>3 urns of Natron - or similar salt substitute</i> 1.5 week unit - Fishbone planner I do: Howard Carter tomb beginning his descent towards the tomb. You do: Howard Carter, Lord Carnarvon and Lady Evelyn on entering the tomb (I see wonderful	Stig of the Dump - Clive King Oranges in No Mans Land - Elizabeth Laird	
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		things) Children to write a setting description in third person following research on discovery of Tutankhamun's tomb. Grammar teaching: Introduce use of colon or semicolon to mark the boundary between independent clauses. <i>E.g All Carter's senses were heightened; <u>he had never seen such wonders.</u></i> <i>He was dumbfounded by his surroundings; <u>he spent the next few hours admiring the incredible wall paintings and artefacts.</u></i> <i>The group did their best to steady themselves on the narrow, uneven steps; <u>unfortunately the beetles that scuttled around made them lose their balance.</u></i> 2 week unit. Audience & Purpose Grid. Sue Palmer grid I do: Is it disrespectful to open a burial tomb? We do: Should fans be allowed on a football pitch at the end of a game? You do: Is it acceptable to allow dogs on our field? Children to write a 1 sided argument (persuasion) to argue for or against the opening of an ancient burial tomb. Grammar teaching: To use vocabulary appropriate for formal speech. <i>E.g Thank you for taking the time to read my position on the <u>aforementioned matter.</u> <u>Whilst canines in wide open spaces are generally regarded as acceptable,</u> I believe</i> Grammar teaching: Recap modal verbs to indicate degrees of possibility <i>E.g You <u>ought</u> to understand that</i> <i>I <u>shall</u> lay out my reasoning below.</i> <i>Referees <u>may</u> feel a sense of discomfort as hoards of fans surge towards them.</i> Grammar teaching: Use of passive voice to affect the presentation of information in a sentence. <i>E.g The damage <u>caused by</u> pitch invaders was irreversible.</i> <i>The deposits left <u>by</u> dogs may cause serious illness to the children on the field.</i>		
Year 6 Au2	Stone Age Boy - Satoshi Kitamura (As known stimulus) Flanders Field- John McCrea	1 week To write their own wartime remembrance poem following stimulus of Flanders Field - John McCrea Grammar teaching: Use of figurative language to create feeling and imagery. 1 week I do: Opening scene of Prince of Egypt - building the pyramid You do: The parting of the waves from the Prince of Egypt		

		Children to write atmospheric section of story including dialogue to show character. Grammar teaching: Integrating dialogue to convey character and move on action. <i>E.g Slumping on to the ground the slave whimpered, "Leave me to die."</i> <i>"Never! You can make it," his friend responded, offering his hand and hauling him back to his feet."</i> <i>"MOVE!" yelled the Egyptian guard, "There is no sitting down on this job."</i> Grammar teaching: Words are related by meaning as synonyms and antonyms. Include gradation and shades of meaning . <i>E.g small, minute, tiny - enormous, immense, imposing</i> <i>Wet, soaked, dripping - dry, withered, parched</i> <i>The <u>imposing</u> monolith towered over the <u>parched</u> wilderness.</i> 2 weeks - Box it up grid I do: Tour down the River Thames We do: Tour bus tour of Portsmouth You do: Tour Guide down the River Nile Children to write a commentary as a tour guide down the Nile on a cruiser including historic and geographic sights. Grammar teaching: Recap using relative clauses beginning with who, who, which, where, when, whose, that. <i>E.g The tomb of Abu Simbel, <u>which was built for the Egyptian King Rameses II.</u> contains two temples carved into the mountainside.</i> <i>On the other side of the meander, <u>where the river bends to the west,</u> you may be lucky enough to spot grazing gazelle.</i> Grammar teaching: The difference between vocabulary typical for informal speech. <i>E.g We are <u>the world's best cruise operator</u> and you are about to experience <u>the only way to see the sights and sounds of Egypt – modern and ancient.</u></i> <i>We start here at Aswan, where you will be able to see the mighty dam. This is a modern wonder of our country and keeps us watered here in Egypt. <u>So what is the history of Egypt and the river Nile?</u></i> Grammar teaching: Passive voice <i>E.g/ Our craft will stop shortly and you will be able to get off and explore the interior of this fine building, <u>rebuilt by Sir Christopher Wren,</u> after the Great Fire of London in 1666.</i> Grammar teaching: Semi colons and colons		
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Year6 Sp1	RAINFORESTS	1.5 week unit Grammar teaching: Linking ideas across paragraphs using adverbials. Passive voice to create a formal tone. Use of colons to introduce list. Semi colon within a list. How hyphens can be used to avoid ambiguity. MAIN: Instructions for how to attract a mate as an animal- real or imagined based on David Attenborough clip I do: Recap learning for How to embalm a pharaoh from autumn term. We do: How do find a mate for the Wilson bird see clip https://www.youtube.com/watch?v=sJ8U-AFDF6w You do: How to find a mate for the (made up animal) E.g <u>You will need: 50 evenly-sized oyster shells; open, 2m wide underwater area; choir of dolphins; and fronds of lime green seaweed.</u> <u>Once an eye-catching and intricate pattern of shells has been created, wrap your tentacles tightly around your body and take 5 slow and deep breaths.</u> 2 week unit	Kensuke's Kingdom - Michael Morpurgo Floodland - Marcus Sedgwick	

		Grammar teaching: Formal vocabulary and speech. How words are related as synonyms or antonyms. Relative clauses. Commas to clarify meaning or avoid ambiguity. Expanded noun phrase to convey complicated information. MAIN: Following visit to Newbury Rainforest, children choose and write own topic page or webpage about real rainforest animal or plant. Webpage for rainforest animals and plants I do: Yellow spotted lizard We do: Howler Monkey You do: Toucan, sloth, poison-dart frog, Venus flytrap <i>E.g Due to their remote habitats, yellow-spotted lizards have an <u>extremely limited diet</u>. <u>Insects, cactus thorns and small invertebrates</u> - such as earthworms, centipedes and spiders - make up most of the lizards' menu. Their distinctive bodies have a vibrant yellow skin, <u>which becomes brighter when they feel threatened</u>.</i> 1 week unit Grammar teaching: Vocabulary for informal speech including use of contractions . Modal verbs. MAIN: Trip Advisor positive and negative review from Newbury Rainforest following trip. I do: Southsea Fairground (Clarence Pier) Positive We do: Southsea Fairground negative You do: Newbury Rainforest <i>E.g I <u>would suggest</u> the Tidal Wave ride needs to be padded around the head space because I banged my head quite badly as <u>it's</u> quite a rough ride. The amount of arcades as well <u>is</u> insane! You'll be spoilt for choice! It was shame we <u>didn't get</u> to try out the pirate adventure golf as it was too busy by the afternoon, but I'd like to think we'll visit again at some point.</i>		
Year6 Sp2		2 week unit Grammar teaching: Use of punctuation within speech. Use of dialogue to move on action and show character. Use of past perfect form to indicate time and cause. MAIN: Journey narrative through the rainforest. I do: Journey narrative to base camp in Arctic. We do: Journey narrative down the Nile/ through the desert. You do: Journey narrative through the rainforest. <i>E.g Sam <u>had never been abroad before</u>, let alone to South America. "<u>Are you sure you want me there?</u>" he asked his dad, Professor Greenforg.</i> <i>"Of course I do. This will be the perfect opportunity for you to have a real adventure as opposed to</i>		

		those pretend ones on your Playstation,” his father replied sharply. 1 week unit Grammar teaching: Use of present perfect form to indicate time and cause. Semi colon and colon to mark independent clauses that are linked. MAIN: Script for a Tik-Tok or Instareel giving info about rainforest in a creative and engaging way . Perform live. I do: Tik Tok film and transcript of ancient Egypt Tutankhamun We do:Tik Tok transcript on evolution of species You do: Tik Tok transcript about the rainforests E.g Get ready with me to walk round the Amazon Rainforest. If you have never been in a rainforest, it's giving hot and rainy vibes. I'm wearing light cargo trousers; don't want any suss insect bites. 2 week unit Grammar teaching: Use of the subjunctive form in formal writing. Passive voice. Modal verbs. MAIN: Debate on why we need to protect the rainforest. I do: Should professional footballers be paid so much? We do: Should animals be kept in a zoo? You do: Should we stop deforestation? E.g Some believe that deforestation <u>should</u> be permitted but many others think that <u>thousands of acres of vegetation are being destroyed.</u> Many wish that they were in a position to ban the use of palm oil.		
Year 6 Su1	TOLERANCE & HUMANITY Journey back to Freedom - Catherine Johnson The Caged Bird by MayaAngelou	Grammar teaching: Informal speech in writing. Relative clauses (recap) MAIN: Write a diary as a character from the book at a particular part of the story. I do: Character diary as one of the mother's once the man and fisherman had been thrown off the island. You do: Diary from another character POV at a chosen part of the story Eg/ The island, which seemed beautiful at first, is starting to feel cold and unwelcoming. I can't shake the feeling that they see me as an outsider—an intruder in their paradise. Grammar teaching: Use of colon to introduce list and semicolon within lists. MAIN: Write a description of journey on a slave ship to give evidence for an abolitionist. I do: Setting description of the lone man from The Island on his journey. You do: Setting description of the journey from Africa to the Americas on a slave ship. Eg/ The conditions were beyond unbearable: the rations of food were meagre; the water was	Goldfish Boy - Lisa Thompson Once - Morris Gleitzman The Island (PB) - Armin Greder Under the Quilt at Night (PB) - Deborah Hopkinson	

		<i>stagnant and foul; and each day blended into the next, marked only by the changing of a guard or the desperate calls for freedom.</i>		
Year 6 Su2		Grammar teaching: Dialogue to show character and move on action. Passive voice to build suspense. Use of semi-colon and dash to mark the boundary between independent clauses. MAIN: Write an escape narrative from a chosen setting, land or situation; this can be real, historical, imagined, in the future, under the sea, etc. I do: 5 paragraph escape narrative based on Under the Quilt of the Night We do: 5 paragraph escape narrative based on Once You do: 5 paragraph escape narrative on chosen setting and characters Grammar teaching: Cohesive devices such as adverbials and ellipsis. Layout devices. Passive voice. Expanded noun phrases to convey complicated information concisely. MAIN: Write a biography about a chosen figure from the time of the Transatlantic slave trade or from the Civil Rights movement. I do: Dian Fossey We do: Charles Darwin (link to science - evolution) You do: Harriet Tubman, Olaudah Equiano, Rosa Parks, Martin Luther King, Malala Yusafasa, Grammar teaching: Using commas to clarify meaning . Use of colons, semi colons to demarcate independent clauses. MAIN: Write a newspaper report on the first day of the Montgomery Bus Boycott. I do: Newspaper report based on MLK march on Washington We do: Newspaper report on shooting of MLK You do: Newspaper report based on first day of Montgomery Bus Boycott and arrest of Rosa Parks		