

Year 6 Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Story Settings	Adventure	 Mystery 	Sci Fi	 Adventure 	 Modernised
Genre						traditional tales
9	• Suspense	Narrative flash backs	Ghost stories	• Action	 Stylistic writing 	
						Historical fiction
Short						
burst		Character de	scriptions, setting description	s letters diaries renort wr	iting	
writing		character de	semptions, setting description	o , receers, diarres, report m	6	
- 0						
	Use a range of writing	Descriptive techniques to	Techniques to keep the	Language choices will be	The use of descriptive	Use vocabulary to
	techniques to create	indicate a sense of danger	reader intrigued and	carefully considered to	techniques	create authentic
	suspense.	to the reader.	wanting to know more,	describe	(personification, similes	historical settings.
			e.g. use of a semi colon to	imagined/futuristic	and metaphors) to take	
	Carefully selecting	Inference techniques to give	indicate a longer pause.	settings and characters.	the reader on an	Use appropriate archaic
	vocabulary to create	the reader clues about a			exciting journey.	language to take the
	atmosphere and describe	character.	Appropriate use of	Use structures that play		reader back in time.
	settings to paint a picture in		language to intensify the	with the time sequence,	Dialogue to advance	
ŧ	the reader's mind.	Use different tenses	mystery, particularly	such as time travel.	the action and create	Use foreshadowing
ıte	Davidania advatkia a avad	effectively to switch	through the use of	Tankai awa waki akawai ka	excitement.	techniques to link parts
Authorial Intent	Developing drafting and editing skills, proof reading	between events.	adjectives and adverbials.	Techniques which excite the reader and keep the	Use techniques and	of the story.
ori;	their work for spelling and	Continue to develop	Personification to bring	action moving e.g.	vocabulary, which	Use language
Ę	punctuation errors.	drafting and editing skills,	objects to life and frighten	through dialogue to	create atmosphere.	appropriate for a
¥	punctuation errors.	proposing changes to	the reader.	advance the action.	Using an author's style	younger audience.
		vocabulary, grammar and	the reader.	davance the action.	of writing and select	younger addictiee.
		punctuation to enhance	Continue to develop	Continue to develop	appropriate vocabulary	
		effects and clarify meaning.	drafting and editing skills,	drafting and editing	and grammatical	
			proposing changes to	skills, proposing changes	structures including	
			vocabulary, grammar and	to vocabulary, grammar	formality and	
			punctuation to enhance	and punctuation to	informality.	
			effects and clarify	enhance effects and		
			meaning.	clarify meaning.		

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	Range of different sentence	Range of different sentence	Range of different	Range of different	Range of different	Range of different
	constructions to clarify and	constructions to clarify and	sentence constructions to	sentence constructions	sentence constructions	sentence constructions
	give detail for the reader	give detail for the reader	clarify and give detail for	to clarify and give detail	to clarify and give detail	to clarify and give detail
	(e.g. conjunctions,	(e.g. conjunctions,	the reader (e.g.	for the reader (e.g.	for the reader (e.g.	for the reader (e.g.
	prepositions, adverbials)	prepositions, adverbials)	conjunctions,	conjunctions,	conjunctions,	conjunctions,
		Varied sentence openers	prepositions, adverbials)	prepositions, adverbials)	prepositions,	prepositions,
		(e.g. fronted adverbials,			adverbials).	adverbials).
	Use a range of sentences	verb openers) to avoid	Use cohesive devices to	Use cohesive devices to		
<u></u>	including simple, complex	pronoun repetition.	links ideas across	link ideas.	Secure use of	Secure use of
eve	and compound sentences		paragraphs.		subordination and	subordination and
9	for effect.	Use complex sentences		Use sentences that	coordination.	coordination.
l ou		which include conjunctions	Embedding the use of	lists threes		
Sentence level		to include more than two	varying sentences by the	actions, with the		
Se		main clauses.	use of active and passive	final two clauses		
			voice.	separated by a		
			10.00	conjunction.		
				conjunction.		
				Adding further detail		
				through expanded noun		
				phrases, prepositions,		
				adverbs and relative		
				clauses.		
	Use a range of previously	Use a range of previously	Use a range of previously	Use a range of previously	Use a range of	Use a range of
	taught grammar and	taught grammar and	taught grammar and	taught grammar and	previously taught	previously taught
	punctuation to provide	punctuation to provide	punctuation to provide	punctuation to provide	grammar and	grammar and
nai	clarity and emphasis for the	clarity and emphasis for the	clarity and emphasis for	clarity and emphasis for	punctuation to provide	punctuation to provide
Ē	reader.	reader.	the reader.	the reader.	clarity and emphasis for	clarity and emphasis for
gra	reduct.	reduct.	the redder.	the reader.	the reader.	the reader.
þ.	Secure use of parenthesis	Secure use of parenthesis	Mark the boundary	Colons	the reader.	the reader.
ושר	including commas and	including commas, dashes	between independent	2010113	Exercise an assured a	Exercise an assured a
Ę	dashes.	and brackets.	clauses using	Use the perfect form of	conscious control over	conscious control over
Punctuation and grammar	uasiles.	and brackets.	semicolon/using a semi	verbs to mark	levels of formality,	levels of formality,
l d	Use ellipsis for effect.	Inverted commas to	colon to indicate a longer	relationships of time and	particularly through	particularly through
Pu	Rhetorical questions for	advance the action and		•	manipulating grammar	manipulating grammar
	•		pause to create mystery.	cause.		
	suspense.	develop characterisation.			and vocabulary.	and vocabulary.
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for	e of the dash effectively r emphasis in informal iting.	Use further cohesive devices such as grammatical connections and advertials		
		and adverbials.		