

Genre of Writing	How will the children be taught this genre in Year 6	Grammar focus
<u>Poetry</u>	<p><b>Choral Poetry Unit</b> Discuss many different types of poetry and their features. Children to write their own choral poetry based on fairytales</p> <p><b>War Poetry</b> Children to use a selection of war poems as inspiration to write their own 1<sup>st</sup> person poems to commemorate the 100<sup>th</sup> anniversary.</p> <p><b>Maranantha (RE)</b> Children to write their own version of a Maranantha hymn</p>	<p>Contractions Verses Rhyming Repetition etc Relative and subordinate clauses. Apostrophes. Adverbials of time. Commas to clarify meaning. Modals. Expanded noun phrases. Using Onomatopoeia to create effect.</p>
<u>Short story</u>	<p><b>Stormbreaker</b> Children will study a secret agent story and write their own based on the model of the book. Children will look at how we can use different writing devices to build tension and detail throughout a story.</p> <p><b>Spooky stories</b> We will look at how a back story and character description can be incorporated within a short story. Children will use a great amount of description and varying sentence types to create the atmosphere needed in the spooky story genre.</p> <p><b>Tales from other cultures</b> Year 6 will look at a variety of stories based on Aladdin and Ali Baba and the 40 thieves. The children will then write their own tale in the same style using the same language structures, storylines, character types and settings.</p> <p><b>Moral Tales</b> During our argument and debate unit, the children will write a moral tale based on the effects of not looking after our environment.</p> <p><b>Time Machine</b> Children use H G Wells text as inspiration to write their own time travel story in a similar style</p>	<p>Revise the use of pronoun and determiners. Identify adverbs and conjunctions in writing. Use appropriate devices to create cohesion within and between paragraphs. Contractions Relative and subordinate clauses. Apostrophes. Adverbials of time. Commas to clarify meaning. Modals. Expanded noun phrases. Passive voice Semi-colons between independent clauses</p>
<u>Explanation/ Non chronological/ Instructions/ information text</u>	<p>Brochures using research, children write an information brochure about Paris. Making bread in Topic. Children write a set of instructions of how to make a French baguette.</p> <p>In Science, children write a description of an animal using the Linnaean classification system. After practical investigations children write an explanation to describe the</p>	<p>Using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. Use devices to link ideas between paragraphs using adverbials of time, place and number. Use and understand the grammatical terminology in Appendix 2: linking ideas across paragraphs</p>

	process, results and evaluation.	
<a href="#">Recount/Newspaper</a>	<p><b>Topic- Vikings</b></p> <p>During our Viking topic, the children will write a newspaper report based on the events that took place during the raids at Lindisfarne. They will need to remember to use formal language, quotes, descriptive language and the correct organisation of a newspaper text.</p> <p>The children will also write a 1<sup>st</sup> person diary/recount based on the daily life of a Viking child. The children will look at a model of this first and after studying what Viking children did during their day to day routines, they will then write their diary extracts. They will need to use historical facts within their writing while concentrating on the structure of a diary text.</p> <p>During our Ali Baba unit, the children will write a recount based on the perspective of a character in the background of the story.</p> <p>In RE the children write newspaper article reporting the death of Jesus.</p> <p>After visiting Alton Castle, Year 6 write their own personal recount of their time spent away from home. They will need to include a large range of description, complex sentence types and detailed information to ensure that their recounts are interesting for the reader.</p>	<p>Adverbials</p> <p>Direct and reported speech</p> <p>Revise the use of pronoun and determiners.</p> <p>Identify adverbs and conjunctions in writing.</p> <p>Use appropriate devices to create cohesion within and between paragraphs.</p> <p>Contractions</p> <p>Relative and subordinate clauses.</p> <p>Apostrophes.</p> <p>Adverbials of time.</p> <p>Commas to clarify meaning.</p> <p>Modals.</p> <p>Expanded noun phrases.</p> <p>Semi-colons between independent clauses</p>
<a href="#">Letter</a>	<p><b>Letters and Correspondence.</b></p> <p>As part of our arguments and debate unit, the children will write a letter to the local council about the importance of recycling in our community. The children will need to be able to write a balanced or one sided argument about the topic and use facts/statistics from research to back up arguments within their letter. They will also use some persuasive arguments here. The children will also need to use formal language in this genre of writing.</p> <p>Shakespeare- The children will write a letter to an Agony Aunt about the problems faced by the characters of A Midsummer Night's Dream. They will then write a response by the Agony Aunt. The children will then be able to see the main differences between a formal and informal letter.</p> <p>In RE the children write letters in the style of people from Scripture. Also write a letter to the local priest and to another year group</p>	<p>Use modal verbs and adverbs to indicate degrees of possibility</p> <p>Understand use of commas to separate items in a list and also to punctuate longer sentences.</p> <p>Use the colon to start a list</p> <p>Understand how words are related as antonyms and synonyms</p> <p>Convert nouns or adjectives into verbs Revise the use of pronoun and Determiners.</p> <p>Identify adverbs and conjunctions in writing.</p> <p>Use appropriate devices to create cohesion within and between paragraphs.</p> <p>Contractions</p> <p>Relative and subordinate clauses.</p> <p>Apostrophes.</p> <p>Adverbials of time.</p> <p>Commas to clarify meaning.</p> <p>Modals.</p> <p>Expanded noun phrases.</p> <p>Passive voice</p> <p>Semi-colons between independent clauses</p> <p>Subjunctive forms</p>

<p><u>Persuasive</u></p>	<p><b>Argument and Debate</b>  Discuss the importance of debates and the parliament. Role play a house of lords and commons debate. Research an argument for a debate. Write own debate.</p> <p>The children will be looking at how recycling can have an effect on our environment. They will also try to persuade the local council to do more about this by writing a persuasive letter.</p> <p>After looking at the pros and cons of keeping elephants in zoos, the children will write a balanced argument based on the facts they have learnt/researched. They will need to use cohesive devices between their paragraphs, persuasive language (although formal), a range of complex sentence types and detailed description to make their arguments most effective.</p>	<p>Indicate grammatical and other features by:  Using semi-colons or colons  Using a colon to introduce a list  Punctuating bullet points consistently  Revise the use of pronoun and determiners.  Identify adverbs and conjunctions in writing.  Use appropriate devices to create cohesion within and between paragraphs.  Contractions  Relative and subordinate clauses.  Apostrophes.  Adverbials of time.  Commas to clarify meaning.  Modals.  Expanded noun phrases.  Passive voice  Semi-colons between independent clauses  Subjunctive verb forms</p>
<p><u>Play-scripts</u></p>	<p><b>Drama-Shakespeare (2weeks)</b>  Main Text-Mr William Shakespeare's Plays- A Midsummer Night's Dream.</p> <p>The children will study the main themes in the play and compare the stories to others by Shakespeare. The children will look at a variety of themes within the play, such as love, marriage, fairness, deceit and comedy.</p>	<p>subjunctive forms  semi-colons  colons  brackets</p>
<p>Separate planning for Comprehension, Spelling, Guided Reading and Handwriting.</p>		