

BANISTER WRITING LONG TERM PLAN: Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	1) The Tempest – William Shakespeare (retold by Helen Street: Real Reads)	1) A Christmas Carol – Charles Dickens (Original text extracts/ graphic novel / film clips / picture book)	1) Beyond the Lines – (LS Animation) 2) Now or Never: A Dunkirk Story - Bali Rai	1) WW2 Public Announcement Leaflets 2) Eileen Weis - Documentary	1) The Arrival - Shaun Tan 2) On the Move – Michael Rosen poems about migration	1) Holes – Louis Sacher
Class Reader	As below.	Cogheart - Peter Bunzl	As below	As below	The Boy in the Tower – Polly Ho Yen	As above
Guided Reading Text	The Storm-Keeper's Island – Catherine Doyle	As above	Now or Never: A Dunkirk Story - Bali Rai	When the Sky Falls – Phil Earle	Range of Texts	Overheard in a Tower block – Joseph Coelho
Writing Outcomes ENTERTAIN 7 INFORM 7 PERSUADE 2 DISCUSS 2	Setting Description : pathetic fallacy (positive vs negative intent) Internal Monologue Narrative alternative ending – dialogue to advance action.	Persuade : Letter- Pay rise (Bob Cratchet) Diary : Scrooge's Journal Discussion**** – Can someone ever truly change? (2 sides)	Poetry : D-Day beach landing – A soldier's account Letter : Writing home Narrative : Flash back narrative	Inform : Prime Minister's Address to the nation Description : BLITZ Eye-Witness Account Recount : Memoir	Letter/ Diary collection – different perspectives Narrative : The Arrival – entering a new world Report : Newspaper Report	Persuade : Presentation and advertisement leaflet for Camp Green Lake Description : In-depth character study from a character's perspective eg: The Warden's description of Stanley/ Stanley's description of X-Ray Discussion***** Correctional Facility Debate - "Should Camp Green Lake be permanently closed?"

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Spelling	Follow THE SPELLING BOOK scheme of work.					
	Recap: use further prefixes and suffixes and understand the guidance for adding them	Recap: Words with the /ei/ sound spelt ei, eigh, or ey Recap: Words with endings sounding like or /ʒə/ ture/sure suffix	Words ending in –ably and –ibly Recap: prefix inter- Homophones/ Near homophones	-ency, -ancy Suffix –ly (the exceptions eg: (2) If the root word ends with –le, the –le is changed to –ly (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.	Words with the /i:/ sound spelt ei after c	
Handwriting	Recap of Y3/4: - identifying where diagonal and horizontal strokes are needed to join - independently select appropriate writing implements for individual tasks eg: diagrams in pencil – labels in pen.	- increase quality of handwriting eg: ascenders and descenders not overlapping - understand which letters, when adjacent to one another, are best left unjoined - increase consistency of handwriting across all subjects.	Increase quality of handwriting eg: ascenders and descenders parallel to each other.	increase quality of handwriting when writing at an increased pace.		
Spoken Language and Oracy	- Can listen and responds appropriately to adults and their peers. - Can use relevant strategies to build their vocabulary. - Can ask relevant questions to extend their understanding and knowledge. - Can use spoken language to develop	- Can participate in discussions, presentations, performances, role play, improvisations and debates. - Can use relevant strategies to build their vocabulary. - Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Can articulates	- Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Can articulate and justifies answers, arguments and opinions. - Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	- Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Can speak audibly and fluently with an increasing command of Standard English eg: <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i> - Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating	- Can consider and evaluate different viewpoints, attending to and building on the contributions of others. - Can use relevant strategies to build their vocabulary. - Can participate in discussions, presentations, performances, role play, improvisations and debates.	- Can consider and evaluates different viewpoints, attending to and building on the contributions of others. - Can use relevant strategies to build their vocabulary. - Can select and use appropriate registers for effective communication. - Can gain, maintain and monitor the interest of the listener(s).

	understanding through speculating, hypothesising, imagining exploring ideas.	and justifies answers, arguments and opinions.	Can use relevant strategies to build their vocabulary.	and responding to comments. Can use relevant strategies to build their vocabulary		
Composition	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - precis longer passages - proof-reading for spelling and punctuation errors	- 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 choices can change and enhance meaning. - Assess the effectiveness of others writing. - Perform own compositions	- noting and developing initial ideas, drawing on research where necessary. - Use a wide range of devices to build cohesion within and across paragraphs. - Assess the effectiveness of their own writing - Ensure the correct tense throughout a piece of writing	- Using further organisational and presentational devices to structure texts and to guide the reader. - Perform own compositions using appropriate intonation, volume and register.	- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Use a wide range of devices to build cohesion within and across paragraphs.	- precis longer passages - noting and developing initial ideas, drawing on research where necessary.
Vocabulary & Terminology	Recap Y4: Metaphors Y6 Content: Synonym Antonym Pathetic Fallacy Subjunctive form	Active Passive Colon	Ellipsis Semi-colon Hyphen	Hyphen Bullet points Recap Y4: hyperbole		
Punctuation	Recap on Y4 content: - Commas after fronted adverbials - Range of punctuation previously taught.	Recap on Y4 content: - Using and punctuating direct speech Y5 content: - Commas to indicate parenthesis	Y5 content: - dash to indicate parenthesis Y6 content: - Use of a hyphen to avoid ambiguity eg: man eating shark – man-eating shark	Y5 content: - Commas to clarify meaning or avoid ambiguity - Use bracket, dashes and commas to mark parenthesis.		

Grammar	• Use of pathetic fallacy to describe a setting and set the atmosphere when writing narrative. • Subjunctive form for formal speech eg: If I were... or Were they to... <u>Description + Detail Sentence</u> A short clause, a colon, added detail eg: Then he saw it: a pair of eyes	• Use of the passive voice in sentences: Object + verb + subject eg: The window in the greenhouse was broken (<i>by me</i> is implied) rather than the active voice of subject + verb+ object eg: I broke the window in the greenhouse.	• Use a range of figurative language to enhance descriptions. • Revisit subjunctive form			
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