



GODINTON PRIMARY SCHOOL

# WRITING

YEAR 6 MEDIUM TERM OVERVIEW

WRITING OBJECTIVES





## English Medium Term Planning – Year 6

<u>Year</u>	<u>Genre of writing</u>	<u>Key Objectives</u>
	Narrative – Wonder	<p>To be able to explain why characters might behave in a certain way.</p> <p>To be able to identify different points of view within a text.</p> <p>To be able to locate evidence within a text which identifies a character's point of view.</p> <p>To be able to write from the point of view of a central character.</p> <p>To be able create a precept and explain its meaning to others.</p> <p>To be able to explore the thoughts and feelings of a central character.</p> <p>To be able to write from a given point of view.</p> <p>To be able to construct sentences in which the position of the subordinate clause is varied.</p> <p>To be able to write from two contrasting points of view about the same event.</p> <p>To be able to write from the point of view of a given character for a given audience.</p> <p>To be able to show an awareness of audience.</p> <p>To be able to use the features of a report</p> <p>To be able to use formal language when writing</p> <p>To be able to write a well-structured summary</p> <p>To be able to be able to reveal the thoughts and feelings of different characters about a situation.</p> <p>To be able to improve and extend sentences by editing.</p> <p>To be able to identify the subject and object within a sentence.</p> <p>To be able to identify the verb within a sentence.</p> <p>To be able to understand the difference between a main and subordinate clause and identify examples of each within a text.</p> <p>To be able to construct a sentence in which the subordinate clause goes at the beginning.</p>
	Narrative / viewpoint – Canterbury Tales	<p>To be able to justify opinions of characters based on evidence from a text.</p> <p>To use evidence from the text to gain a clear understanding of how characters are used</p> <p>To be able to construct a narrative in the first person, expressing point of view.</p> <p>To identify vocabulary used within a text to create atmosphere and engage the reader</p> <p>To make effective use of vocabulary to describe a setting</p>

		<p>To be able to write a narrative including thoughts, feelings and behaviour to convey an alternative point of view</p> <p>I can use 1<sup>st</sup> person and past tense</p> <p>I can use powerful verbs</p> <p>I can use specific nouns</p> <p>I can maintain the character's view point, showing their thoughts, feelings, reactions and behaviour</p> <p>I can build tension within my writing.</p> <p>To use drama to explore an alternative point of view, with expressive use of thoughts and feelings</p> <p>To be able to retell a narrative from an alternative point of view and justify ideas using evidence from the text.</p> <p>I can write from the point of view a given character, describing events which took place</p> <p>I am able to structure sentences effectively, making use of adverbial phrases and complex sentences</p> <p>I begin to reflect on my own writing and identify sentences which need improvement</p> <p>I can make appropriate improvements to sentence structure</p> <p>I can organise writing into linked paragraphs</p> <p>To be able to write an alternative ending to a narrative, making use of vocabulary to engage and inform the reader.</p> <p>I understand how vocabulary is used to engage the reader</p>
	<p><b>Balanced Arguments</b></p>	<p>To be able to sort points of view into for and against.</p> <p>To be able to identify strongest arguments for and against.</p> <p>I understand that people have different opinions.</p> <p>I am able to support an opinion giving reasons why</p> <p>I am able to identify the basic structure of a balanced argument.</p> <p>I understand the difference between for and against arguments.</p> <p>I can identify for and against arguments.</p> <p>To be able to construct arguments for and against a specific topic for discussion and recognise the importance of the order of some points</p> <p>To be able to orally present viewpoints either for or against.</p> <p>To be able to counteract comments from the opposing viewpoint.</p> <p>To be able to identify the features of a written balanced argument</p> <p>To be able to plan arguments for and counter arguments against</p>

	<b>Biographies/Autobiographies</b>	<p>I can explain the difference between biography and autobiography</p> <p>To understand that both biographies and autobiographies are composed around key facts.</p> <p>To explore other sources of information to support/ check reliability of information</p> <p>I know that biographies are written in the third person and autobiographies in the first person.</p> <p>I know that autobiographies contain more personal information than biographies.</p> <p>I can suggest sources of information for biographies and autobiographies</p> <p>To use drama to explore an alternative point of view, with expressive use of thoughts and feelings</p> <p>I can plan a sequence of events and occasions for my autobiography</p> <p>I can explain what is meant by chronological order</p> <p>To be able to explore an autobiographical text and identify its features</p> <p>To be able to write a chapter for my autobiography including some feeling and emotion</p> <p>I can write in the first person and past tense</p> <p>I use interesting words and phrases to engage the reader</p> <p>I use a mixture of facts and emotions in my autobiography.</p> <p>To edit and check my autobiographical chapter to include relevant features</p>
	<b>Narrative &amp; dialogue – The Water Tower</b>	<p>To use the text to deduce and infer information about the characters .</p> <p>To consider the ways in which the author conveys this information to the reader.</p> <p>To understand how direct speech is used to move the action along and how it provides the reader with information about the character.</p> <p>To be able to plan a continuation of a story making use of direct speech to both move the action on and help describe the characters</p> <p>To be able to consider importance of character development</p> <p>To be able to use knowledge of the story and its characters to continue the story.</p> <p>To be able to plan when and how to use dialogue</p> <p>To be able to plan when and how to build in narrative</p> <p>To continue a story, making use of dialogue to convey character and move the story on.</p>
	<b>Suspense</b>	<p>To understand how and why an author builds up suspense within a piece of writing.</p> <p>To understand and use strategies for building suspense in a story, considering sentence structure for impact.</p> <p>To be able to identify the features of suspense writing.</p> <p>To begin to use some of these features with some control.</p> <p>To consider word order and order of sentences for maximum impact.</p> <p>To explain the effect of suspense on the reader/audience.</p> <p>To use different narrative techniques for building suspense in short story.</p>

		<p>To use a range of features and strategies with some control.</p> <p>To make use of precise vocabulary.</p> <p>To consider word order and order of sentences for maximum impact.</p> <p>To begin to consider improvements which can be made.</p> <p>To be able to build up suspense within a piece of writing using a variety of literary techniques.</p> <p>To understand that describing physical symptoms of fear helps the reader to empathise with a character.</p> <p>To use descriptive language to convey fear.</p> <p>To include the use of short sentences for dramatic effect.</p> <p>To summarise ways in which an author creates suspense in a text and consider the impact.</p> <p>To write a short summary of a text, making reference to the techniques used.</p> <p>To be able to write an opening paragraph to set the scene.</p> <p>To vary my sentence structure and make careful vocabulary choices.</p> <p>To be able to construct accurate sentences within a paragraph which combine action and emotions as a device to build up tension.</p> <p>To be able to successfully combine long and short sentences for dramatic effect and to build up tension within a paragraph.</p> <p>To proof read, edit, improve and re-draft my writing.</p>
	Poetry – personification	<p>To understand what personification is and to begin to identify how poets use personification to communicate with their readers.</p> <p>To be able to identify lines in a poem which show personification and to describe how this has been used to enhance imagery for the benefit of the reader.</p> <p>To understand how to construct sentences or phrases in which inanimate objects are personified.</p> <p>To consider careful use of vocabulary to construct sentences in which inanimate objects are personified.</p> <p>To be able to consider ways in which an inanimate object may be personified.</p>
	Persuasive Writing	<p>To be able to identify the language features of a persuasive holiday brochure and evaluate its effectiveness.</p> <p>To make use of persuasive devices in order to improve the quality of given sentences, considering vocabulary choice, sentence structure and punctuation.</p> <p>To make use of persuasive devices such as appealing adjectives, powerful imperative verbs, rhetorical questions, exaggerations.</p> <p>To consider how manipulating sentence structure can improve the overall quality/appeal to the reader.</p> <p>To use appropriate organisational features to structure writing</p> <p>To evaluate writing according to its effectiveness.</p> <p>To be able to identify language used to establish a viewpoint.</p>

		<p>To be able to establish the viewpoint of an article.</p> <p>To be able to identify positive or negative words and phrases which help establish the viewpoint.</p> <p>To be able to explain the effectiveness of these.</p>
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