Year 6

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Autumn 1	1st person recount (to give an account of an event)	Free-verse Poem (to entertain)	Biography (to inform)	Biography (to inform)	3rd person narrative (to entertain)	3rd person narrative (to entertain)
Autumn 2	Instructions (to inform)	Instructions (to inform)	Narrative – dialogue (to entertain)	Narrative – dialogue (to entertain)	Playscript (to entertain)	Playscript (to entertain)
Spring 1	Information leaflet (to inform)	Information leaflet (to inform)	Narrative poem (to entertain)	Narrative poem (to entertain)	Non-chronological report (to inform)	Non-chronological report (to inform)
Spring 2	Speech (to persuade)	Speech (to persuade)	Letter (recount)	Letter (recount)	Dialogue (to entertain)	Dialogue (to entertain)
Summer 1	Dialogue ((to entertain)	Dialogue ((to entertain)	Balanced Argument (to discuss)	Balanced Argument (to discuss)	Diary entry (to give an account of an event)	Diary entry (to give an account of an event)
Summer 2	Speech (to persuade)	Speech (to persuade)	Narrative – Dialogue (to entertain)	Narrative – Dialogue (to entertain)	Letter of complaint (to persuade)	Letter of complaint (to persuade)

	Spring Term 2			
	Text: Friend or Foe			
	Genre	LO	TSTS (Accuracy, Cohesive devices)*1	Outcomes
1 2	Non-fiction Speech	LO: To persuade by showing a good awareness of the reader.	– Speak directly to the audience – Active voice – Clear introduction and conclusion – Prioritise paragraphs – Repetition – Varying sentence structure – High-level punctuation	• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Select vocabulary and grammatical structures that reflect what the writing requires • Use a range of devices to build cohesion
3 4	Fiction / non-fiction Letter	LO: To select vocabulary and grammar that reflect informal writing	– Contraction – Links between paragraphs – Vocabulary choices – Style of voice – Modal verbs	• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Select vocabulary and grammatical structures that reflect what the writing requires • Use a range of devices to build cohesion
5 6	Fiction Dialogue	LO: To use dialogue in a narrative to advance the action	• Cohesive devices • A clear beginning and ending • Describe settings, characters and atmosphere • Use dialogue accurately • Expanded noun phrases • Links using adverbials (time, place) • Correct tense (past)	• Use a range of devices to build cohesion • Use verb tenses consistently and correctly throughout their writing • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action

*1 Cohesive devices refers to the use of: conjunctions, pronouns and synonyms to avoid repetition

	Summer Term 1			
	Text: Pig Heart Boy			
	Genre	LO	TSTS (Accuracy, Cohesive devices)	Outcomes
1 2	Fiction Dialogue	LO: To use dialogue to advance the action	• Clear beginning and ending • Expanded noun phrases • Dialogue used correctly • Setting description • Character description • Link between and within paragraphs	• Use a range of devices to build cohesion • Integrate dialogue in narratives to convey character and advance the action • In narratives, describe settings, characters and atmosphere
3 4	Non-fiction Balanced argument	LO: To use formal language to present a balanced argument	– Formal language – Passive voice – Modal verbs – Introduction and conclusion – Personal response – High-level punctuation	• Select vocabulary and grammatical structures that reflect what the writing requires • Use a range of devices to build cohesion • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
5 6	Fiction / non-fiction Diary entry	LO: To use a range of different cohesive devices to write a diary entry	– Changing of text – Clear beginning and ending – Links between paragraphs – Informal vocabulary – Contractions – High-level punctuation – Style of voice	• Use a range of devices to build cohesion • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

	Summer Term 2			
	Text: Holes			
	Genre	LO	TSTS (Accuracy, Cohesive devices)	Outcomes
1 2	Non-fiction Speech	LO: To select vocabulary and grammar to persuade	– Clear introduction and conclusion – Formal and impersonal language choices – Information organised in paragraphs – Passive voice – Modal verbs – Fronted adverbials – High-level punctuation	• Select vocabulary and grammatical structures that reflect what the writing requires • Use a range of devices to build cohesion • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
3 4	Fiction Narrative (dialogue)	LO: To use dialogue in a narrative to engage the reader	– Clear beginning and ending – Links made between and across paragraphs – Expanded noun phrases – Setting and character description – Dialogue used correctly to describe character – Dialogue used to further the plot	• Use a range of devices to build cohesion • Integrate dialogue in narratives to convey character and advance the action • In narratives, describe settings, characters and atmosphere
5 6	Non-fiction Letter	LO: To select language that shows a good awareness of the reader	– Clear introduction and conclusion – Information organised in paragraphs – Formal language – Powerful vocabulary – Fronted adverbials – Rhetorical questions	• Use a range of devices to build cohesion • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader