

Overview of Writing Experiences in Year Six

Autumn: The Battle of Britain				Spring: Magical Mysteries				Summer: New Adventures			
Key Texts: Non-fiction texts related to WWII and the Battle of Britain (Non-chronological reports and biographies) Rose Blanche by Ian McEwan The Piano (animation) The Boy in the Striped Pyjamas by John Boyne Poetry: In Flander's Fields For the Fallen				Key Texts: The Highway Man by Alfred Noyes Harry Potter and the Philosopher's Stone by JK Rowling (book and film) Harry Potter and the Chamber of Secrets by JK Rowling (book and film) Non-fiction articles from Pottermore website Very Good Lives by JK Rowling (class reader)				Key Texts: Journey by Aaron Becker Production script			
Writing to Entertain (Narrative, description, Poetry)	Writing to inform (Reports, Biography, Newspaper, Essay)	Writing to persuade (Advertising, speech, campaign)	Writing to discuss (Argument Newspaper, review)	Writing to Entertain (Narrative, description, Poetry)	Writing to inform (Reports, Biography, Newspaper, Essay)	Writing to persuade (Advertising, speech, campaign)	Writing to discuss (Argument Newspaper, review)	Writing to Entertain (Narrative, description, Poetry)	Writing to inform (Reports, Biography, Newspaper, Essay)	Writing to persuade (Advertising, speech, campaign)	Writing to discuss (Argument Newspaper, review)
I can use descriptive language to write Remembrance Poems.	I can write a newspaper report on the declaration of war		I can write a newspaper report on the declaration of war	I can write a diary entry based on The Highwayman ☆	I can write a formal letter to Prof. McGonagall	I can write an advertisement for a shop on Diagon Alley ☆	I can write a balanced argument about magic ☆	I can plan, write and perform a script ☆			
I can write a non-chronological report about Newhaven Fort ☆	I can write a biography about a significant person in WWII ☆				I can write an informal response to invitation to Hogwarts ☆	I can write a speech for the Sorting Hat ☆		The free choice of writing purposes continues in this term. A specific Greater Depth focus for this term is for pupils to start merging purposes and text types within one piece of writing: a short story might include a diary entry, letter or newspaper extract to help move the narrative along.			
I can write a short story based on The Piano	I can write a formal letter of thanks			After the above mentioned writing pieces, pupils have a choice of which writing purposes they want to use. All pupils are given the same topic, for instance 'Potions', and they can then decide what they want to write pertaining to the topic. Pupils are given a 'Purposes Grid' to keep track of which purposes they have already covered and to ensure they write across a variety of genres and purposes. See attached.							
I can write an alternative ending to Rose Blanche							☆ In these writing pieces pupils were given the opportunity to choose their own purpose for writing, text type, topic or point of view. With all pieces of writing, pupils choose how to publish their pieces.				

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