

## YEAR 6 Writing Units

Writing Root (Unit)	The Arrival by Shaun Tan	Windrush Child by Benjamin Zephaniah	Can We Save the Tiger? by Martin Jenkins	The Last Bear by Hannah Gold
<b>Outcomes</b>	Letters Character descriptions Diaries Short playscripts Short report	Thought bubbles Informal letters Poems Diary entries Advice	Letters Explanations Persuasive posters Animal description Persuasive speeches Simple poems	Character profile Figurative descriptions Dialogue Monologue Logbook entry Scientific report
<b>Main Outcome</b>	Narrative retelling	Persuasive pitch	Discussion	Newspaper article
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>Retelling sections of story</li> <li>Diary entry in role as little girl</li> <li>Poster to describe The New World</li> <li>Playscript for a scene</li> <li>Scenes with a flashback</li> <li>Leaflet for looking after a pet</li> <li>Retelling in third person (man's journey to another country)</li> </ul>	<ul style="list-style-type: none"> <li>Thought bubble in role</li> <li>Letter from Leonard to dad</li> <li>Diary entry in role as Leonard</li> <li>Advice to another child</li> <li>Informal speech to mother</li> <li>Persuasive pitch to the local council</li> </ul>	<ul style="list-style-type: none"> <li>Letter to express an argument</li> <li>Persuasive poster to look after endangered animals</li> <li>Description of an animal</li> <li>Simple explanation about endangered animals</li> <li>Persuasive speech to save an endangered animal</li> <li>Simple poem based on The Tyger</li> <li>Discussion text about why animals are endangered</li> </ul>	<ul style="list-style-type: none"> <li>Logbook entry as April (multiple entries)</li> <li>Figurative description of the island</li> <li>Conversation between April and the bear</li> <li>Monologue in role as April</li> <li>Report about polar bears</li> <li>Newspaper article about April's mission</li> </ul>
<b>Purpose</b>	Entertain Reflect Describe Inform	Reflect Inform Persuade	Inform Persuade Describe Explain Entertain	Recount Reflect Describe Entertain Inform
<b>Word</b>	effect of verb / adjective choices in context idioms	-ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech	dis- / de- / mis- over- / reprefixes * figurative language vocabulary appropriate for formal speech	figurative language differences in formal / informal vocabulary emotive verbs / adjectives
<b>Sentence</b>	modal verbs * subordinating conjunctions adverbial phrases * multi-clause sentences + order of clauses passive voice noun phrases expanded by preposition/adverb phrases conditional sentences	contrasting / explanatory conjunctions modal verbs * range of sentence types * multi-clause sentences order of clauses relative clauses / pronouns * subjunctive mood *	subjunctive form conditional sentences * multi-clause sentences + order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases * modal verbs * question tags	conjunctions to justify * modal verbs * question tags role of adverbials passive voice fronted adverbials *
<b>Punctuation</b>	use of colons brackets for stage directions use of semi-colons inverted commas for speech *	apostrophes for contractions * commas for clarity * bullet points to list information	commas to demarcate clauses * parenthesis punctuation *	commas to avoid ambiguity dialogue punctuation apostrophes for contraction * use of single dash bullet points to list information
<b>Text</b>	short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs	repetition for effect (poetry) wider range of cohesive devices	short sentences for effect adverbial phrases for cohesion	repetition to link across paragraphs

Writing Root Unit	The Invention of Hugo Cabret by Brian Selznick	Suffragette: The Battle for Equality by David Roberts	The Three Little Pigs Project by The Guardian	Boy in the Tower by Polly Ho-Yen
<b>Outcomes</b>	Diary entries Journalistic writing Flashback narratives Speeches Discussions Letters Film critiques	Formal letters Diary entries Balanced arguments Speeches Short news reports	News reports Persuasive speeches Narrative forms Interview scripts Diaries Debates	Warning posters Packing lists Journalistic writing Formal letters Non-chronological reports Narrative retellings
<b>Main Outcome</b>	Biography	Persuasive campaign	Discussion	Own version narrative
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>Continuation of section of story</li> <li>Journalistic report of a scene</li> <li>Diary entry in role as Hugo</li> <li>Flashback narrative of a scene</li> <li>Formal letter of persuasion to Papa Georges</li> <li>Balanced argument in response to a question</li> <li>Note from the automaton</li> <li>Biography of Georges Méliès' life</li> </ul>	<ul style="list-style-type: none"> <li>Letters to William Gladstone</li> <li>Speech as a lawyer</li> <li>Diary entry as Christabel Pankhurst</li> <li>Letter from WSPU</li> <li>Balanced argument in response to a question</li> <li>Newspaper about Epsom Derby events</li> <li>Campaign to raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>Short news report</li> <li>Further report from alternative perspective</li> <li>Defence case for the pigs</li> <li>Interview script for TV report</li> <li>Diary entry in role as one pig</li> <li>Debate in answer to range of questions</li> <li>Discussion text</li> </ul>	<ul style="list-style-type: none"> <li>Warning poster about plant invasion</li> <li>Packing list with justifications</li> <li>News report about the Bluchers</li> <li>Formal letters from school to parents</li> <li>Wikipedia entry for a Blucher</li> <li>Story told from Gaia's perspective</li> <li>Own version apocalyptic story</li> </ul>
<b>Purpose</b>	Entertain Inform Reflect Persuade Discuss	Persuade Reflect Discuss Inform	Inform Persuade Reflect Discuss	Persuade Inform Recount Entertain
<b>Word</b>	emotive language vocabulary of informal speech vocabulary of formal speech compound adjectives	vocabulary of formal writing	differences in vocabulary for formal / informal vocabulary language of bias	-ment / -ness / -tion suffixes -cious suffix abstract / common nouns * technical, formal vocabulary
<b>Sentence</b>	question tags relative pronouns / clauses * passive voice position of reporting clause adverbs of possibility * range of adverbial phrases * subjunctive mood	subjunctive mood passive voice modal verbs * adverbial phrases *	relative clauses * subordinating conjunctions multi-clause sentences passive voice	range of sentence types * modal verbs * conjunctions to justify * relative clauses * passive voice adverbials / reporting clauses *
<b>Punctuation</b>	apostrophes for possession / contraction * dialogue punctuation * hyphens to avoid ambiguity bullet points to list information	bullet points to list information	dialogue punctuation * parenthesis punctuation * use of colons	parenthesis punctuation * dialogue punctuation * use of colons / semi-colons ellipsis
<b>Text</b>	bias in journalistic writing repetition / adverbials to link across paragraphs layout devices – subheadings present progressive tense * present perfect tense *	range of cohesive devices	layout conventions - playscripts	layout conventions – news report short sentences for effect range of past tense constructions – simple / perfect / progressive * repetition to link across paragraphs

<b>Writing Root Unit</b>	<b>Grimm Tales for Young and Old by Phillip Pullman</b>	<b>Night Mail by W H Auden</b>
<b>Outcomes</b>	Retelling from a particular viewpoint Analyses Dialogue Character development	Summaries Analysis and performance
<b>Main Outcome</b>	Own version traditional tale	Poem with similar structure
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>• Impromptu fairy tale</li> <li>• Analyses of traditional features</li> <li>• Retelling from first person viewpoint</li> <li>• Dialogue for a section of story</li> <li>• Creation of characters</li> <li>• Own version traditional tale</li> </ul>	<ul style="list-style-type: none"> <li>• Verse by verse summaries</li> <li>• Analysis of poetic features</li> <li>• Performance of Night Mail in groups</li> <li>• Poetry comparisons</li> <li>• Performance of own poem</li> <li>• Poem based on Night Mail</li> </ul>
<b>Purpose</b>	Entertain Discuss	Discuss Entertain
<b>Word</b>	genre specific language determiners / articles -ful suffix	language associated with poetry, e.g. assonance, alliteration metaphor simile rhyming pairs
<b>Sentence</b>	modal verbs * fronted adverbials * relative clauses * omitted pronouns	multi-clause sentences conjunctions to justify / contrast
<b>Punctuation</b>	dialogue punctuation * commas for clarity	sentence ending, where appropriate
<b>Text</b>	adverbials for cohesion	aspects of performance – timing / volume / rhythm

\*indicates coverage from a different year group