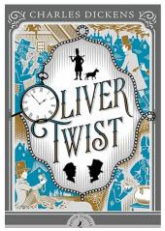
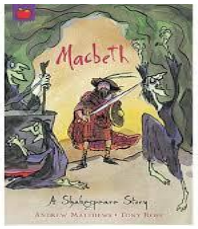
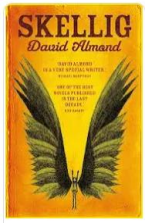
PDET Year Six Writing Medium Term Plan

Yr6	Autumn 1 **Class read- Oliver Twist**	Autumn 2 **Class read -Private Peaceful**	Spring 1 **Class read- Macbeth**	Spring 2 **Class read- Holes**	Summer 1 **SATS week 11/5/26**	Summer 2 **Class read-Skellig**
Text 1	Character, setting and change of setting description	Build-up, climax and suspense	Short story	Non-chronological report 2-week plan	Character, setting and shift in atmosphere 2-week plan	Build up and climax 2-week plan
						
	Skills • Informal Speech: Include informal contractions and slang • To use conjunctions to sustain an idea- until, while, as • To ensure that the manner in which a character speaks reflects their personality/formality.	Skills • To shift levels of formality throughout writing to sustain tone and character. • To use repeated words for effect • To ensure that the setting reflects the mood of the character. To ensure that a character's interactions within a setting demonstrates and reflects the atmosphere.	Skills • To use personification. • To generate alternative nouns, adjectives or verbs to sustain a character, place or event. • Speech to move the action forward. "I know we shouldn`t have come this way." The twisted vines were squeezing his leg tighter and tighter as he struggled to escape.	Skills • To use brackets for formal/technical information. • To use a semi colon to separate two main clauses that cohesively link without using a coordinating conjunction.	Skills • Use speech to establish a plot "Ouch! My leg is caught," said Ben tugging hard at his ankle. "I know we shouldn't have come this way." The twisted vines were squeezing his leg tighter and tighter as he struggled to escape. • Shift between formalities in speech.	Skills • Ensure that characteristics are portrayed through the speech. • To select appropriate synonyms to create effective meaning.
	Pupil Outcome Oliver in town stealing and then in Fagin`s den	Pupil Outcome Bess waiting – death	Pupil Outcome Macbeth visits the witches. They tell him fate. Write from witches' point of view.	Pupil Outcome Write a fictional non-chronological report about a lizard that is adapted to survive in Texan desert.	Pupil Outcome Plane crash to enter the jungle.	Pupil Outcome A child finds a mysterious creature in a familiar or new location.
	Teacher Model text Children in the streets, stealing. Then move onto a secret den.	Teacher Model Text Highway Man waiting in the forest, captured and dies. (made up)	Teacher Model Text Retell the story - Lady Macbeth waiting for Macbeth to return from war.	Teacher Model Text Write a fictional non-chronological report about a snake that is adapted to survive in the Australian outback.	Teacher Model Text Helicopter crash and go into Amazon jungle.	Teacher Model Text Context-older teenage girl-moved to the countryside to look after grandparents. Discovers mythical beast in the woods.

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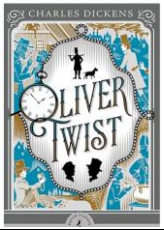
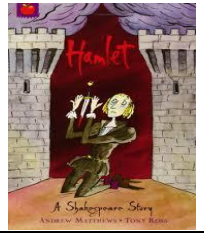
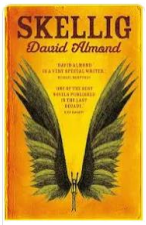
Text 2	Letter formal	Balanced Argument **Class read- Dread Wood**	Diary shift of emotion **Class read- Hamlet**	Persuasive argument-letter 2-week plan	News report 2-week plan	Diary shift of emotions
		**Leaflets about social media, mobile phones and obesity etc.** **www.internetmatters.org**				
	Skills • To sustain formal speech by avoiding slang and using technical vocabulary. • To use colon to separate a main clause and subordinating clause instead of using `because. • Relative clauses: Who. Which	Skills • Uses the passive voice to affect the presentation of information in a sentence. • To use adverbials which give an opposing view, such as `on the other hand`, `in contrast`, or `as a consequence of...' • Vary modal verbs and Adverbs of possibility.	Skills • To use rhetorical questions • Reflect a shift in atmosphere- in events and the emotional reaction to this. • To use comments, observations, anticipation and tension. • To use ellipsis (….)	Skills • To be able to use precise vocabulary to give clarity to the reader. • Use subjunctive form.	Skills • To use headings to introduce purpose of text (5 w's orientation) • To convert the active voice to passive (and vice versa)	Skills • To use a dash as an informal after thought. • To be able to use time and place adverbials to link ideas within and across paragraphs cohesively. • To maintain the correct use of pronouns throughout paragraphs.
	Pupil Outcome Formal letter from the workhouse. Master complaining about the quality of the children`s work.	Pupil Outcome Should mobile phones be banned for children under 16?	Pupil Outcomes Diary from Horatio's point of view.	Pupil Outcomes Write a persuasive letter to the Government to shut down Camp Green Lake.	Pupil Outcome Write a report on people being found after being lost in the jungle.	Pupil Outcome Diary in home- finds beast
	Teacher Model text Chief of Police complaining to the Government about children pick pocketing	Teacher Model text Should school holidays be shortened to improve learning?	Teacher Model Text Diary from Ophelia's point of view.	Teacher Model Text Write letter to headteacher asking for improvements to the school e.g. library expansion, IT improvements.	Teacher Model Text Report on a natural disaster in South America.	Teacher Model Text Build up to diary, sad and shocked.
Text 3	**Explanation** Write an explanation on how the circulatory system works in science.	Poetry (1 week)				**Unit : Letter recount informal** **Teacher model text:** Write a letter to a friend to share experience and ask for advice. **Pupil Outcome** Write to a friend back at home to share info about Skellig- ask for advice

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Continuous	Learning of Deconstruction of the model text (box up)	Generating Ideas and Vocab	Plan	Edit
To use; Within a complex list by phrases or clauses are used to add detail. use commas in lists of individual nouns or noun phrases and semi colons when the list entries are phrases/ clauses. Uses the colon to introduce a list and uses semicolons within lists To use a colon to introduce lists for example to make a milkshake you need; Milk, ice cream and strawberries	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors. To identify structures and techniques used by the author to portray characters / settings descriptions. Identifies the audience for and purpose of the writing. Selecting the appropriate form and using other similar writing as models for their own literacy language, characterization and structure Yr 6 GD TAF)	Ambiguity- use of repeated ` she`… which character is the writer referring to? Ensures the consistent and correct use of tense throughout a piece of writing. See Yr 2 – Yr 4 for guidance. Ensures tense shifts are identified in texts such as diary where the opening paragraph, internal thoughts and closing paragraph may become present tense. Ensures correct subject and verb agreement when using singular and plural. See Yr2 -Yr4 for guidance. To distinguish between the language of speech and writing choosing the correct register. To distinguish between common colloquialism and subtle informal language. To understand what the subjunctive form is and how to use it with writing and speech. To identify the difference between an authoritative writing style and authoritative spoken language.	Collect vocabulary for different characters and settings for own narrative writing.	Assesses the effectiveness of their own and other`s writing. Proof-reads effectively for spelling and punctuation errors. • To compare their own writing to author`s writing to identify areas of strength and areas for development. • To compare other children`s writing to identify areas of strength and areas for development. • To justify feedback given. • To adopt writing from feedback given where necessary. • To be able to identify spelling and punctuation errors and adopt and make changes. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To make changes whilst sustaining cohesion in their writing