



## Year 6 Writing MTPs 2021-2022

Theme	Around the World in 80 Days	
Talk for writing texts	Autumn 1	Autumn 2
	Around the World in 80 Days – Jules Verne The Firework Maker's Daughter by Philip Pullman.	Percy Jackson and the Lightning Thief.
Writing outcomes	Poetry Narrative Explanation Text Diary	Setting description Narrative Explanation text Fact file
Key Performance Indicators		
Composition – Planning	I can write for a range of purposes and audiences (including writing a short story)	
	I can select the vocabulary and grammatical structures that reflect the level of formality required mostly correctly.	
Composition – Structure	I can use a use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	
	I can use a wide range of clause structures, sometimes varying their position within the sentence.	
	I can create atmosphere and integrate dialogue to convey character and advance the action.	
Composition – Vocabulary	I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.	
Composition – Grammar and Punctuation	I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, making some correct use of	
	semi-colons	
	dashes	
	colons	
	hyphens	
	I can use passive and modal verbs mostly appropriately.	
Transcription – Spelling	I can spell most words correctly (years 5 and 6 – Appendix 1)	
Transcription – Handwriting	I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	
Greater depth	I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.	
	I can select verb choices for meaning and effect.	
	I can use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.	



## Year 6 Writing MTPs 2021-2022

Theme	Journeys and Justice	
Talk for writing texts	Spring 1	Spring 2
	A Series of Unfortunate Events – The Bad Beginning	Windrush child by Benjamin Zephaniah
Writing outcomes	Diary Poetry Narrative	Explanation text Diary Balanced argument
Key Performance Indicators		
Composition – Planning	I can write for a range of purposes and audiences (including writing a short story)	
	I can select the vocabulary and grammatical structures that reflect the level of formality required mostly correctly.	
Composition – Structure	I can use a use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	
	I can use a wide range of clause structures, sometimes varying their position within the sentence.	
	I can create atmosphere and integrate dialogue to convey character and advance the action.	
Composition – Vocabulary	I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.	
Composition – Grammar and Punctuation	I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, making some correct use of	
	semi-colons	
	dashes	
	colons	
	hyphens	
	I can use passive and modal verbs mostly appropriately.	
Transcription – Spelling	I can spell most words correctly (years 5 and 6 – Appendix 1)	
Transcription – Handwriting	I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	
Greater depth	I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.	
	I can select verb choices for meaning and effect.	
	I can use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.	



## Year 6 Writing MTPs 2021-2022

Theme	Bullets, Bombs and Blitz		
Talk for writing texts	Summer 1		Summer 2
	Letters from the Lighthouse by Emma Carroll		The Lion, the Witch and the Wardrobe by C.S Lewis
Writing outcomes	Letter Newspaper report Recount		Setting description Character description Diary Persuasive language
Key Performance Indicators			
Composition – Planning		I can write for a range of purposes and audiences (including writing a short story)	
		I can select the vocabulary and grammatical structures that reflect the level of formality required mostly correctly.	
Composition – Structure		I can use a use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	
		I can use a wide range of clause structures, sometimes varying their position within the sentence.	
		I can create atmosphere and integrate dialogue to convey character and advance the action.	
Composition – Vocabulary		I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.	
Composition – Grammar and Punctuation		I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly , making some correct use of	
		semi-colons	
		dashes	
		colons	
		hyphens	
		I can use passive and modal verbs mostly appropriately.	
Transcription – Spelling		I can spell most words correctly (years 5 and 6 – Appendix 1)	
Transcription – Handwriting		I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	
Greater depth		I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.	
		I can select verb choices for meaning and effect.	
		I can use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.	
End of year 6:			
Aim	By the end of year 6, children will become ‘secure writers’. Writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in	Assessment	Composition The pupil can: • Write for a range of purposes and audiences (including writing a short story)



## Year 6 Writing MTPs 2021-2022

	<p>Pupils use subject-specific vocabulary with independence. They are able to reflect their understanding of the audience they are writing for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils can consciously control sentence structure in their writing and understand why sentences are constructed as they are. They understand nuances in vocabulary choice and age-appropriate, academic vocabulary.</p>		<ul style="list-style-type: none"><li>• select the vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</li><li>• use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</li><li>• use a wide range of clause structures, sometimes varying their position within the sentence.</li><li>• create atmosphere and integrate dialogue to convey character and advance the action.</li><li>• use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</li><li>• use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, making some correct use of semi-colons, dashes, colons and hyphens</li><li>• use passive and modal verbs mostly appropriately.</li></ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"><li>• spell most words correctly</li><li>• maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li></ul>
--	--	--	--