



# **Year 6**

## **Writing Genre Overview**

## Writing Genres Overview – Year 6

Half Term	Quality Texts	Genres Taught
Autumn 1	Viking Boy	Report – Encyclopaedia Page  Narrative – Historical fiction
Autumn 2	Pig Heart Boy	Monologue  Balanced argument – discursive
Spring 1	Wolf Brother	Narrative – mystery and other cultures  Resource Pack – to inform (Stone Age - aimed at Year 3)
Spring 2	Floodlands	Persuasive monologue  Narrative – Adventure (including flashback)  Explanation (ScienceInvestigation/Geography)
Summer 1	Floella Benjamin Coming to England	Newspaper reports  Biography
Summer 2	Macbeth	Playscripts  Poetry – performance poetry, narrative poetry

Genre	Text Features	SPaG Features
<b>Explanation</b>	<ul style="list-style-type: none"> <li>- to read and discuss a range of explanations for different purposes, noting the features to inform own writing               <ul style="list-style-type: none"> <li>- explanation form is adapted for readership and audience- comments may be targeted- thorough coverage of points</li> <li>- clear and consistent viewpoint established and maintained writer engages reader through direct address- stylistic devices such as rhetorical questions</li> <li>- organisation of points supports thorough coverage and emphasises main ideas</li> <li>- use of formal language where appropriate</li> <li>- relationships between paragraphs give structure to the whole text, ideas across paragraphs are linked for cohesion</li> <li>- layout devices used to structure text- heading, subheading, paragraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- full range of sentences and punctuation used accurately, with varied conjunctions and for effect</li> <li>- use of hyphens to avoid ambiguity</li> <li>- time reference and focus varied through the use of verbs (passive)</li> <li>- italics to stress words for emphasis</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>- use instructions for a particular purpose in cross curricular work, writing with the audience in mind and using the appropriate organisational and language techniques</li> <li>- plan own instructions and evaluate in terms of effectiveness and appropriateness- edit an improve as necessary</li> </ul>	<ul style="list-style-type: none"> <li>- use of semi-colon to indicate stronger subdivision between two clauses</li> <li>- accurate punctuation of bullets points to list information</li> <li>- correct use of active and passive forms</li> <li>- use of formal language where appropriate</li> </ul>
<b>Narrative</b>	<p>Story structures used and include:</p> <ul style="list-style-type: none"> <li>- suspense, cliff hangers, flashbacks/forwards, time slips, starting at the action</li> <li>- paragraphs securely linked throughout</li> <li>- range of techniques to appeal to and engage the reader</li> <li>- secure development of characterisation, settings and atmosphere and use of dialogue to convey character and advance the action</li> <li>- identify the audience and purpose for writing and write appropriately to engage and entertain the audience</li> <li>- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>- use of full range of sentence types and punctuation for effect to enhance the story and engage the reader</li> <li>- use informal/formal language appropriately</li> <li>- use of semi-colon, colon, dash to mark the boundary between independent clauses</li> <li>- dialogue punctuated correctly using inverted commas</li> </ul>
<b>Non - Chronological</b>	<ul style="list-style-type: none"> <li>- text clearly is clearly written and adapted to engage/entertain/inform the reader               <ul style="list-style-type: none"> <li>- clear viewpoint is established and maintained and contrasts are revealed through lines of questioning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- complex and compound sentences used with a variety of conjunctions</li> <li>- expansion of phrases and clauses to add detail</li> <li>- meaning developed through complex verb phrases</li> <li>- consistent and correct use of tense</li> <li>- succinct phrases of quotations used to direct the reader's focus</li> </ul>

	<ul style="list-style-type: none"> <li>- conscious addressing of the reader is evident through deliberate use of informal style</li> <li>- imaginative details are developed and appropriate stylistic features add interest, eg rhetorical questions</li> <li>- relationships between paragraphs give structure to the whole article: headline/title, followed by focused intro and well controlled coverage of range of aspects of subject, conclusion draws together the key features</li> <li>- main points in paragraphs supported by relevant details</li> </ul>	
<b>Persuasive</b>	<ul style="list-style-type: none"> <li>- through reading and analysis, recognise how persuasive arguments are effectively constructed through: expression, linking of points, persuasive examples and evidence, pre-empting counter arguments, appealing to known views/feelings of the reader</li> <li>- construct persuasive arguments that use: persuasive language, logically developed and supported points that are organised for impact (for example the main point first), emotive language (where appropriate), appeal to the reader and their views, writing tailored to the meet the needs of the purpose and audience</li> <li>- use of formal and impersonal language where necessary</li> </ul>	<ul style="list-style-type: none"> <li>- use of conditionals</li> <li>- use of modal verbs to indicate degrees of possibility</li> <li>- use of inverted commas to include quotes to support points</li> <li>- use of formal language and generalising starters (it is believed that, most people agree that...)</li> <li>- use of coordinating and subordinating conjunctions</li> <li>- use of the subjunctive to appeal to the reader- If I were you...</li> <li>- full range of punctuation and sentence structures used accurately and effectively</li> <li>- use of brackets, dashes for parenthesis</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>- Pupils are capable of using a full range of poetic devices: rhyme, alliteration, simile, personification, metaphor, onomatopoeia, assonance, repetition, rhythm. These are used in a way to create an effect and impact on the reader.</li> <li>- Pupils can produce poems in a range of different forms and in the style of other poets.</li> <li>- Pupils can perform poetry by heart either written by another or perform their own compositions.</li> </ul>	<ul style="list-style-type: none"> <li>- accurate punctuation of sentences</li> <li>- use of vocabulary for effect</li> <li>- structuring of the poem for effect</li> <li>- using expanded noun phrases to add detail</li> <li>- use of punctuation to add meaning</li> </ul>
<b>Recount</b>	<ul style="list-style-type: none"> <li>- determines the difference between biography and autobiography and recognise the effect on the reader of using first or 3<sup>rd</sup> person</li> <li>- develops the skills of writing in role through use of biographical and autobiographical writing with a distinctive voice and use own research to inform such writing (eg, historical biography)</li> </ul>	<ul style="list-style-type: none"> <li>- use of formal language appropriately including subjunctive voice, use of I and me (e.g. my sister and I were poor, My mother cared for my brothers and me)</li> <li>- full range of sentences types used including those with subordinate clauses, positioned and punctuated effectively</li> <li>- use of adverbials to improve cohesion and indicate chronology</li> <li>- use of brackets for parenthesis</li> <li>- demarcation of clauses using commas, semi-colons, dashes</li> </ul>

	<ul style="list-style-type: none"> <li>- writes recounts for a real purpose- diary entry focusing on reflection about an event, from a character's point of view in a story, newspaper report about an actual event or based on an event from a read story, recount of their own experience of an event</li> <li>- develops skill of selecting appropriate vocabulary depending on the style/period of writing (e.g. Victorian writing in role using appropriate vocabulary and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>- maintained voice and tense across the piece of writing</li> </ul>
	<ul style="list-style-type: none"> <li>- Clear sense of matching style and expression to particular audience and occasion (Hello, good evening and welcome to the PTA evening.). Sufficient detail and development of ideas included to establish variety of viewpoints on the topic.</li> <li>- Clear presentation of different perspectives on the subject, eg Parents, however, may think that. Speaker distinguishes between the views reported and his/her own.</li> <li>- Attempts to engage the audience by the use of either formal (It is the case...) or informal styles (Teenagers need cash...) or through rhetorical questions (So what is the answer?).</li> <li>- Vocabulary choice used to convey both precision and formality (produce good homework; deducted from your pay; conditions of the workplace.). Paragraphs support the development of ideas.</li> <li>- Subject matter developed and controlled by backward or forward reference through text, (So where does that leave us?) or by use of textual connectives, (But jobs also...Although everyone is entitled).</li> <li>- Within paragraphs, main ideas developed by relevant detail, argument or example. Points are linked eg by summarising (These three things need...), or by use of the pronoun this.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence structure supports line of reasoning through selection of linked conjunctions (If you have a paper round then I expect most parents will agree that they can be dangerous because).</li> <li>- Verb forms, including some modals, used to indicate degrees of possibility (might be dangerous), necessity (they would need to learn), or consequences (this could lead to).</li> <li>- Expanded noun phrases express ideas economically and may be placed first in a sentence (less time for homework).</li> <li>- Almost all sentences are correctly demarcated and there is some use of a range of other punctuation, eg to introduce examples, indicate parenthesis.</li> </ul>

## Year 5-6 Writing Key Objectives Taken from the National Curriculum

1	Spell some words with 'silent' letters
2	Continue to distinguish between homophones and other words which are often confused
3	Use dictionaries to check the spelling and meaning of words
4	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
5	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
6	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
7	Précising longer passages
8	Using a wide range of devices to build cohesion within and across paragraphs
9	Using further organisational and presentational devices to structure text and to guide the reader
10	Ensuring the consistent and correct use of tense throughout a piece of writing
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
11	Use a thesaurus
12	Using expanded noun phrases to convey complicated information concisely
13	Using modal verbs or adverbs to indicate degrees of possibility
14	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
15	Converting nouns or adjectives into verbs
16	Devices to build cohesion, including adverbials of time, place and number
17	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
18	Using passive verbs to affect the presentation of information in a sentence
19	Using the perfect form of verbs to mark relationships of time and cause
20	Differences in informal and formal language
21	Further cohesive devices such as grammatical connections and adverbials
22	Use of ellipsis
23	Using commas to clarify meaning or avoid ambiguity in writing

24	Using brackets, dashes or commas to indicate parenthesis
25	Using hyphens to avoid ambiguity
26	Using semicolons, colons or dashes to mark boundaries between independent clauses
27	Using a colon to introduce a list
28	Punctuating bullet points consistently

## Year 5-6 Writing Key Objectives

### Summarised form

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning
4	Identify the audience and purpose before writing, and adapt accordingly
5	Select appropriate grammar and vocabulary to change or enhance meaning
6	Develop setting, atmosphere and character, including through dialogue
7	Précis longer passages
8	Use a range of cohesive devices
9	Use advanced organisational and presentational devices
10	Use the correct tense consistently throughout a piece of writing
11	Ensure correct subject and verb agreement
12	Perform compositions using appropriate intonation, volume and movement
13	Use a thesaurus
14	Use expanded noun phrases to convey complicated information concisely
15	Use modal verbs or adverbs to indicate degrees of possibility
16	Use relative clauses

17	Convert nouns or adjectives into verbs
18	Use adverbials of time, place and number for cohesion
19	Recognise vocabulary and structures that are appropriate for formal use
20	Use passive verbs to affect the presentation of information
21	Use the perfect form of verbs to mark relationships of time and cause
22	Recognise difference in informal and formal language
23	Use grammatical connections and adverbials for cohesion
24	Use ellipsis
25	Use commas to clarify meaning or avoid ambiguity
26	Use brackets, dashes and commas to indicate parenthesis
27	Use hyphens to avoid ambiguity
28	Use semi-colons, colons and dashes between independent clauses
29	Use a colon to introduce a list
30	Punctuate bullet points consistently