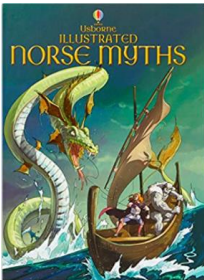


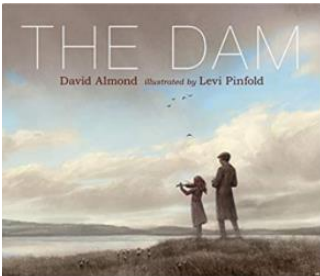
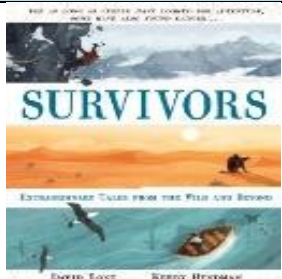
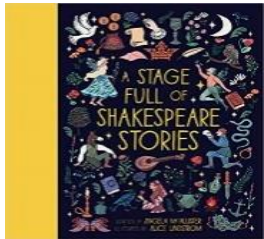


## Year 6 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p><b>Text: Norse Myths</b></p>  <p><b>Form: own myth</b> <b>Audience: peers</b> <b>Purpose: to entertain</b></p>	<p><b>Text: Ruin</b></p>  <p><b>Form: Narrative</b> <b>Audience: children at KEJS</b> <b>Purpose: to entertain</b></p>	<p><b>Text: The Wonder Garden</b></p>  <p><b>Form: non-chronological extra page of book</b> <b>Audience: children at KEJS</b> <b>Purpose: to entertain/discuss</b></p>	<p><b>Text: The Dam</b></p>  <p><b>Form: persuasive Letter &amp; description of before and after</b> <b>Audience: Planning department</b> <b>Purpose: letter</b></p>	<p><b>Text: Survivors</b></p>  <p><b>Form: narrative based on real life with dialogue</b> <b>Survival guide for the place of choice</b> <b>Audience: explorers</b> <b>Purpose: to entertain/inform</b></p>	<p><b>Text: Stage Full of Shakespeare</b></p>  <p><b>Form: character's point of view, love letter, narrative</b> <b>Audience: historians and fans of Shakespeare</b> <b>Purpose: to inform/entertain</b></p>
<p><b>Key Writing Statements</b></p> <ul style="list-style-type: none"> <li>•Note and develop initial ideas, drawing on reading and research where necessary</li> <li>•Identify the audience for and purpose of the writing</li> <li>•Select the appropriate form and use other similar writing as models for their own</li> <li>•Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>•Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p><b>Key Writing Statements</b></p> <ul style="list-style-type: none"> <li>•Identify the audience for and purpose of the writing</li> <li>•Select the appropriate form and use other similar writing as models for their own</li> <li>•Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>•Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>• summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> </ul> </li> </ul>	<p><b>Key Writing Statements</b></p> <ul style="list-style-type: none"> <li>•Identify the audience for and purpose of the writing</li> <li>•Select the appropriate form and use other similar writing as models for their own</li> <li>•Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out/ discover; find out/ request; go in/ enter</li> <li>•Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> </ul>		<p><b>End of Key Stage Statements</b></p>	<p><b>End of Key Stage Statements</b></p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text: Odd and the Frost Giants</b></p>  <p><b>Form: narrative next chapter</b>  <b>Audience: read to Yr4</b>  <b>Purpose: to entertain</b></p>	<p><b>Text: The Last Wild</b></p>  <p><b>Form: non-chronological leaflet</b>  <b>Audience: patients in doctors surgery</b>  <b>Purpose: to inform</b></p>	<p><b>Text: Explorer</b></p>  <p><b>Form: diary entry of a character</b>  <b>Audience: readers of The Explorer</b>  <b>Purpose: to entertain</b></p>	<p><b>Writing Outcomes</b>  <b>Text: Literacy Shed Alma</b></p>  <p><b>Text: Literacy Shed: Broken</b></p>  <p><b>FORM: Dialogue, Description</b></p>	<p><b>Text:</b>  <b>Text: Fantastic Beasts</b></p>  <p><b>Form:</b></p> <ol style="list-style-type: none"> <li><b>1) Description of own beast (they have created)- Diary entry</b></li> <li><b>2) non-chronological about their created beast (similar to Wonder Garden)</b></li> <li><b>3) Formal letter to Dumbledore asking for advice about the found beast</b></li> <li><b>4) Newspaper report/recount (SEND)</b></li> </ol> <p><b>Audience: children 10+</b>  <b>Purpose: to entertain</b></p>	<p><b>Transition Unit</b></p>  <p><b>Form: book report</b>  <b>Audience: secondary school</b>  <b>Purpose: to inform/discuss</b></p>
<p><b>Key Writing Statements</b></p> <ul style="list-style-type: none"> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</li> </ul>	<p><b>Key Writing Statements</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing</li> <li>Select the appropriate form and use other similar writing as models for their own</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			

<ul style="list-style-type: none"><li>• Draft and write by using a wide range of devices to build cohesion within paragraphs</li><li>• Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</li></ul>	<ul style="list-style-type: none"><li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li><li>• summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li></ul>				
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**Ongoing Statements**