Year 6	Autumn Term		
	Poetry	**Narrative**	**Non-fiction**
Genre	Monolgue - focus for reading and discussing. *Poetry and language games to write during the unit.*	Conquering the Monster	Biography/Autobiography
Writing Purpose	ENTERTAIN	ENTERTAIN	INFORM
Key vocabulary **Lighthouse words**	monologue; dramatic;	fundamentally; a tendency to; essentially; similarly; whereas;	fundamentally; a tendency to; essentially; similarly; whereas; closely related to;
Key structural features	One character delivering a speech about something in their life Another character is there to listen or overhears this speech. The speech reveals something about their personality/character/intentions.	Opening: introduce the main character all is well. Build Up: A monster appears/bad person causes problems. Problem: monster/person difficult to defeat Resolution: main character defeats the monster or person Ending: all is well again (main character gets a reward/learns/discovers something).	Introduction that grabs the readers attention and summarises main events of person's life. Key events written in chronological order. Provide information about early life, family, home and influences. Conclusion - what they are doing now or how they will be remembered. Past tense with conclusion in present tense or future tense. Include quotes Third person Adverbials Cohesive devices.
Key skills taught for the term	Paragraphs to organise ideas; use tense correctly; fronted adverbials; expanded noun phrases; identify subject and verb in sentences; relative clauses; punctuation for parenthesis; joined handwriting.		

Year 6	Spring Term		
	Poetry	**Narrative**	**Non-fiction**
Genre	Sonnets *Poetry and language games to write during the unit.*	Tale of Fear	Balanced Argument
Writing Purpose	ENTERTAIN	ENTERTAIN	DISCUSS
Key vocabulary **Lighthouse words**	sonnet;	consequently; resulting in; fundamentally; a tendency to; essentially; similarly; whereas;	similarly; whereas; in contrast; closely related; highly correlated; the impact; may be responsible for; one answer could be; the alternative is; compromise; this could reduce/increase;
Key structural features	Title 14 lines Each line has 10 syllables Rhyming pattern of abab May be set out in four stanzas - 3 with four lines and the last stanza with 2 lines, which should rhyme.	Opening: main character is afraid of something and is worried about it/gets teased about it Build Up: main character starts to do something Problem: fear of main character actually happens Resolution: main character overcomes or succumbs to fear Ending: main character conquered fear/ reflects/looks to the future/warns of fear.	Title Introduction - what issue is being addressed and why it matters. Key arguments for Key arguments against Conclusion which considers both sides and comes to a final conclusion. Language to add on or order views - however, on the other hand, many people believe, Language to provide a conclusion/final note - in conclusion, having considered all arguments,
Key skills taught	Cohesive devices; integrated dialogue; joining clauses with punctuation; parenthesis and punctuation for this; passive voice; formal and informal writing; joined handwriting.		

Year 6	Summer Term		
	Poetry	**Narrative**	**Non-fiction**
Genre	Narrative - The Highwayman *Poetry and language games to write during the unit.*	Warning Tale	**Flexible to gather evidence for TAF statements**
Writing Purpose	ENTERTAIN	ENTERTAIN	INFORM/PERSUADE
Key vocabulary **Lighthouse words**	torrent; galleon; tawny; jest; refrain;	consequently; resulting in; fundamentally; a tendency to; essentially; similarly; whereas;	
Key structural features	Title Figurative language - Onomatopoeias Repetition of key words to build tension Cohesion between opening and closing stanzas by changing from past to present tense.	Opening: Main character warned not to do something Build Up: main character does what they were warned not to do Problem: something goes wrong and the main character(s) are in trouble. Resolution: main character rescued Ending: main character(s) told off/punished for not listening to the warning.	
Key skills taught	Cohesive devices; integrated dialogue; joining clauses with punctuation; parenthesis and punctuation for this - deliberate choices; passive voice; formal and informal writing - conscious control of formality; manipulate grammar and vocabulary to show conscious control of formality.		