

WRITING MEDIUM TERM PLANNING - YEAR 6

ADVENT 2026-27

CONTEXT FOCUS:

Narrative – Descriptive Setting

When writing narratives, consider ways in which established authors have developed settings in books the children have read, listened to, seen performed.

PURPOSE:

To describe the sights and sounds of a cluttered shop.



FINAL WRITTEN OUTCOME:

To write paragraphs of correctly punctuated sentences describing a setting of a cluttered shop.

- Sentences to include a subject and verb.
- Sentences to begin with a capital letter.
- Sentences to end with a full stop.
- Sentences to include an expanded noun phrase.
- Sentences to include a fronted adverbial.
- Sentences to include a conjunction to join clauses.
- Sentences are written in past tense.
- Sentences to include a relative clause using 'that' or 'which'

KEY TEXTS / IMAGES

The Nowhere Emporium; Clips of the film for children to experience what a magic toy shop would look like. Children to record what they can see. To add adjectives and verbs to the nouns.

COMPOSITION SKILLS

GRAMMAR

Confidently use a thesaurus to find precise word choices and further expand vocabulary.
Use vocabulary which is varied, interesting and precise.
Write a range of sentence structures (simple and complex) including relative clauses eg: using that, which.
Maintain correct tense.

subject, expanded noun phrase, fronted adverbial, conjunction (prior learning)
hyphen, relative clause, relative pronoun

PUNCTUATION	Use a wide range of punctuation including brackets and hyphens. <i>The shop-which had magically appeared- towered over the gawping crowd.</i> <i>The unicorns (wearing bright pink shoes) were galloping around the shop.</i>
VOCABULARY	Confidently use a thesaurus to find precise word choices and further expand vocabulary. Use vocabulary which is varied, interesting and precise. <i>As the clock struck midnight, the steel doors of the mystical store grinded to a close.</i>
PLANNING	Use discussion effectively to develop ideas and language before and during writing.
DRAFTING	Use discussion effectively to develop ideas and language before and during writing. Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph. Describe characters, settings and atmosphere with some precision. <i>The flapping, slimy marine creatures... The double winged jets zooming across the bustling children. The huggable, fluffy monkey stretching his arms wide to invite you in.</i>
EDITING	Evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning. Proof-read to ensure correct subject and verb agreement when using singular and plural.
SHARING	Confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.

WEEKLY OVERVIEW

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 wc. 7.9.26	Branch of Writing Clusters: Knowledge Learning Intention: I can use a range of adjectives provide more detailed descriptions.	Branch of Writing Clusters: Rainbow Grammar – expanded noun phrases Learning Intention: I can use prepositional phrases which give extra context to the noun.	Branch of Writing Clusters: Rainbow Grammar – prepositional phrases Learning Intention: I can recognise a prepositional phrase and identify the preposition.	Branch of Writing Clusters: Rainbow Grammar – relative clauses Learning Intention: I can use relative clauses, used to give additional information about a noun.	Branch of Writing Clusters: Rainbow Grammar – fronted adverbials Learning Intention: I can use fronted adverbials to give the reader extra

	Handwriting Focus: Practise adding loops to descenders.	Handwriting Focus: Practise joining break letters.	Handwriting Focus: Practise joining all letters	Handwriting Focus: Join to and from the letter f	information about the main action. Handwriting Focus: Join to and from the letter r
WEEK 2 wc. 14.9.26	Branch of Writing Clusters: Experience Learning Intention: To know that guided visualization and a sensory hook will build our vocabulary bank.	Branch of Writing Clusters: Learning Intention: To know that a plan of the shop will support my paragraphs.	Branch of Writing Clusters: Learning Intention: To know that my first draft will need structural focus.	Branch of Writing Clusters: Learning Intention: To know that editing is required to focus on descriptive impact.	Branch of Writing Clusters: Learning Intention:
WEEK 3 wc. 21.9.26	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:
WEEK 4 wc. 28.9.26	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:
WEEK 5 wc. 5.10.26	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:

WEEK 6 wc. 12.10.26	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:
WEEK 7 wc. 19.10.26	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:	Branch of Writing Clusters: Learning Intention:

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CONTEXT FOCUS: Information – Non-chronological report Climate Change	PURPOSE: To give facts regarding the changes occurring with effect to global warming.	FINAL WRITTEN OUTCOME: To write paragraphs of correctly punctuated sentences which give facts in a non-chronological order. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include relative clauses. • Sentences to include a fronted adverbial. • Sentences to include a conjunction to join clauses. • Sentences are written in present tense.
KEY TEXTS / IMAGES		Information texts- structure and layout, headings, bullet points, captions and diagrams. Link information from geography lesson.
COMPOSITION SKILLS		
GRAMMAR	<i>Confidently use a thesaurus to find precise word choices and further expand vocabulary.</i> <i>Use vocabulary which is varied, interesting and precise.</i> <i>Write a range of sentence structures (simple and complex) including relative clauses eg: using that, which.</i> <i>Maintain correct tense.</i>	

	<i>Subject specific words, past and present progressive, fronted adverbial, conjunction (prior learning) hyphen, relative clause, relative pronoun</i>
PUNCTUATION	<i>Use a wide range of punctuation including brackets and hyphens. The earth's atmosphere (in the last ten years) has been rapidly rising in temperature.</i>
VOCABULARY	<i>Confidently use a thesaurus to find precise word choices and further expand vocabulary. Use vocabulary which is varied, interesting and precise. Global warming, ice polars, pollution, renewable energy, fossil fuels, earth's crust, gases released into the atmosphere</i>
PLANNING	<i>Use discussion effectively to develop ideas and language before and during writing.</i>
DRAFTING	<i>Use discussion effectively to develop ideas and language before and during writing. Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph. Record facts in a non-chronological order. Ensure that sub headings are used and bullet points.</i>
EDITING	<i>Use a wide range of punctuation including brackets and hyphens.</i>
SHARING	<i>Confidently use a thesaurus to find precise word choices and further expand vocabulary. Use vocabulary which is varied, interesting and precise.</i>

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ADVENT 2025-26

CONTEXT FOCUS: Narrative – Character description	PURPOSE: To predict the next part of the story. This will include contrasting characters and dialogue.	FINAL WRITTEN OUTCOME: To write paragraphs of correctly punctuated sentences predicting the next part of the story. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include dialogue. • Sentences to include emotive language. • Sentences to include a conjunction to join clauses. • Sentences to use descriptive language to show contrast in characters • Sentences are written in past tense. • Sentences to include a relative clause using ‘that’ or ‘which’
KEY TEXTS / IMAGES		
COMPOSITION SKILLS		
GRAMMAR	<i>Confidently use a thesaurus to find precise word choices and further expand vocabulary. Use vocabulary which is varied, interesting and precise. Write a range of sentence structures (simple and complex) including relative clauses eg: using that, which. Maintain correct tense.</i>	
PUNCTUATION	<i>Use a wide range of punctuation including brackets and hyphens. Mr Tom Oakley’s dog (Sam), barked at Wille when he saw him in the garden.</i>	

VOCABULARY	<i>Confidently use a thesaurus to find precise word choices and further expand vocabulary.</i> <i>Use vocabulary which is varied, interesting and precise.</i> <i>Stretching, cowering, shivering,</i>
PLANNING	Use discussion effectively to develop ideas and language before and during writing.
DRAFTING	Use discussion effectively to develop ideas and language before and during writing.
EDITING	Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph.
SHARING	Record events in a chronological order, including dialogue.