



Year 6 Writing Outcomes 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Reading (Master Readers)	Tyger – S.F. Said	Street Child – Berlie Doherty	Letters from the Lighthouse – Emma Carroll	The Final Year – Matt Goodfellow		Shakespeare – Y6 Production
Writing to entertain 	Setting description of SF Said's London	- Diary as Jim in workhouse - Narrative with dialogue (La Luna)	- Narrative poem* - Narrative with dialogue – argument between Olive and Esther*	- Setting description – inner city* - Diary – in the Sunshine Room after Dylan's accident*		Narrative (Broken film) – perspective for GD
Purpose	- Effect on reader: building suspense, show not tell, imagine a setting, empathise with character - Vocabulary: descriptive (figurative language), emotive, historical (reflective of time e.g. Street Child, The Alchemist) - Informal language, inner thoughts and feelings Character perspective					
Grammar objectives	- Cohesion: adverbials, pronouns, linking paragraphs, building up ideas/moments through descriptions - Parenthesis and relative clauses to add detail - who, that, which, whose, where - Expanded noun phrases, passive verb form - Dialogue: to convey character and to advance action Tense: full range shown across pieces Vary sentence length for effect (e.g. short sentences to create pauses, multi-clause for pace)					
Punctuation	- Colon to introduce list- e.g. describing things around in the setting or character's emotions. (It was like nothing he'd seen before: mesmerizing, extraordinary and exceptional) - Ellipsis, hyphens, semi-colons to link clauses, inverted commas and exclamation marks for dialogue - Diary entry - question marks (rhetorical), dashes for parenthesis - Apostrophes of contraction and possession					



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Writing to inform	Argument/letter/report on animal conservation		Newspaper article on plane crash and reactions from villagers*		- Science experiment* - Biography on chosen inspirational person*	
Purpose	- Effect on reader: learn new information, details of an event - Vocabulary: technical, historical, informative, factual					
Grammar objectives	- Active and passive verb forms - Varied verb forms - Perfect verb form Formality – subjunctive verb form - Reported speech in newspaper - Relative clauses - Wide range of conjunctions - Non-narrative structure: Headings, subheadings, bullet points, paragraph structure					
Punctuation	- Colons to introduce a list, semi colon in a longer list - Brackets for parenthesis Hyphens (technical vocab)					
Writing to persuade	Persuasive leaflet/speech (send your child to our school)			Formal letter in role – Trunchbull/Dumbledore*		Persuasive leaflet/letter (C YE)
Purpose	- Effect on reader: convey an opinion, make them think/question their own ideas, change their mind - Vocabulary: formal, factual, first person, personal, exaggerated, humorous for C YE piece					
Grammar objectives	- Modal verbs – must, should, will Formality – experiment with formality and humour to hook reader - Direct address					



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	• Subjunctive verb form- 'if I were...' • Non-narrative structure: Headings, subheadings, bullet points, paragraph structure • Introduction and conclusion					
Punctuation	• Colons and semi-colons • Commas for clarity • Question marks • Hyphens • Dashes, brackets, commas for parenthesis					
Writing to discuss 	• Speech about human rights and segregation		• Renewable energy report		• Jesus' trial argument (RE)*	
Purpose	• Effect on reader: present an opinion, make them think/question their own ideas, show both sides of argument • Vocabulary: formal, factual, 3rd person, informative, factual, technical/historical where relevant					
Grammar objectives	• Formal language/impersonal • Contrasting conjunctions - despite, on the other hand, contrary, Time conjunctions - in addition, furthermore • Modal verbs - could, may, might • Passive voice • Varied verb forms e.g. Past progressive					
Punctuation	• Colons and semi-colons • Commas for clarity • Question marks • Hyphens • Brackets and commas for parenthesis					