



Year 6

Writing

Breadth of Study



Develop positive attitudes towards and stamina for writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events

Writing poetry

Writing for different purposes

Pupils should be taught to:

Plan their writing by

Identifying the audience for and purpose of the writing,

Selecting the appropriate form and using other similar writing as models for their own writing. Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,

Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

Use a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by

Assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and punctuation †

Enhance effects and clarify meaning

Ensuring the consistent and correct use of tense throughout a piece of writing

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Respond to verbal feedback from teachers

Autumn	Spring	Summer
Grammar		
Synonyms/ Antonyms Idioms/ Proverbs and Sayings Clause types Tenses Expanded Noun phrases Relative Clauses Cohesive Devices Commas to avoid ambiguity Parenthesis Formal/ Informal Language Subjunctive mood Standard/ Non Standard English	Pronouns Layout devices: Bullet points, subheadings, columns, tables Conjunctions SATs revision	SAT's
Spelling		
L&L Practise spelling book 6 Suffixes The sh sound spelt ti or ci Silent letters Special focus: Homophones Core words - spell Year 6 core words correctly.	The spellings ei and ie Words ending in ible and able Plural nouns Special focus: Hyphens Plural nouns Homophones Core words - spell Year 6 core words correctly. SATs revision	SAT's Core words - spell Year 6 core words correctly.

Punctuation

Revise Year 5 cascaded grammar

Use of the **colon** to introduce a list and use of **semicolons** within lists.

Use of the **semicolon, colon and dash** to mark the boundary between **independent clauses**.

Use of commas to clarify meaning or avoid **ambiguity**.

Punctuation of **bullet points** to list information.

Revise Year 5 cascaded grammar

Linking ideas across paragraphs using **ellipsis**.

How **hyphens** can be used to avoid **ambiguity**.

Brackets, dashes or commas to indicate **parenthesis**.

SATs revision

Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
Choosing the writing implement that is best suited for a task, e.g. e.g. quick notes or a final handwritten version.
Children should be taught to use an unjoined style in some situations, e.g. for labelling a diagram or data, writing an email address, or for algebra and capital letters, e.g. for filling in a form.

Composition

Use knowledge and experience from reading to produce effective, independently stylised and captivating composition pieces which have flair, imagination and a wide array of complex vocabulary.

Use sentence structures that are carefully chosen for effect (including: relative and subordinating sentences, short sentences, and complex sentences)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs

Precise selection of verb forms (past and present tense) for effect, e.g. *He **raced** down the creaking stairs - even the seventh one that **makes** an ear splitting creak*

Use simple, perfect and present tense for effect

Careful use of adverbial phrases, prepositional phrases and noun phrases

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

Distinguishing between the language of speech and writing and choosing the appropriate register. (e.g. "Oy!" started the portly baker, as he came out from behind the counter, "You ain't nothin' but a bunch of crooks! Get shifted 'for I call the bobbies!" The boys were well known to the police in the vicinity of Plaistow, so they scarpered, as fast as their bare feet could carry them. OR "We were joking around with her just hours earlier and now she's dead!" said one of her brothers, Felix.)

Select and manipulate vocabulary and grammatical structures to reflect the level of formality required, mostly correctly (informal to impersonal).

Using the full range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Vocabulary

Revise Year 5 expectations below.

Synonyms and antonyms: how words are related by meaning.

Suffixes:

- How words are changed with the suffixes -ment, -ness, -ful, -less and -ly are added.
 - How nouns are formed by using suffixes such as -ness, -er
 - How adjectives are formed by using suffixes such as -ful, -less
- How nouns or adjectives are converted into verbs using suffixes (e.g. -ate, -ise, -ify)
 - Singular and plural (e.g. 1 sheep= sheep/ more than 1 still = sheep)
- Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the nouns

Children to know word families based on common words, showing how words are related in form and meaning

Use dictionaries to check the spelling and meaning of words.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to

support their reading and writing, exposing them to new, challenging words daily.

Use a thesaurus to develop vocabulary.

Teacher should expose children to new, challenging words daily, ensuring meaning is clear and put into context.

Consolidate Learning End Of Half Term Quiz/Presentation.

<p>Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far. Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz -Tense- children to sort sentences between present tense, past tense and perfect tense.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - past tense, present tense, perfect tense, colon, semi-colon, dash, standard English, non-standard English.</p>	<p>Chn to be tested on all the core (inc - days of the week) words which have been sent home for homework so far. Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Punctuation- children to be tested on full range of punctuation taught.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - colon, semi-colon, dash, parenthesis, hyphen, ellipsis, bullet point.</p>	<p>Chn to be tested on all the core (inc - days of the week) words which have been sent home for homework so far. Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Grammatical Devices- children to be tested on full range of grammatical devices.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - clause types, cohesive device, fronted adverbial, expanded noun phrase, conjunction.</p>
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Percentage Value - Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

More Able

Unicef Articles	
Article 31	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.
Article 17	Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need.