

Year 6 Writing

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| Report | Recount | Instructions | Explanation | Persuasion | Discussion | Narrative | Poetry |
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Composition
Pupils should be taught to:

- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis
- use the correct tense and person accurately across a piece of writing
- use figurative language (similes, personification and metaphors) to effectively convey mood and atmosphere
- use expanded noun phrases to convey complicated information concisely
- use the perfect form of verbs to mark relationships of time and cause
- in narrative, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- write with the appropriate degree of formality: (e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech)
- use the passive to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Children should plan by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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.

Children should evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to 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-reading for spelling and punctuation errors linked to Year 5 expectations.

Text Structure

- Make clear links between paragraphs.
- Use a range of devices to support cohesion within and across paragraphs (secure use of pronouns, ellipsis, references back to text).
- Use a range of layout devices appropriately.
- Structure material clearly with sentences organised in paragraphs.
- Develop materials effectively across the text.
- Effectively link the introduction and conclusion in non-fiction writing (opening and ending in fiction writing).
- Write by précisising longer passages.

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.

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| <p>Sentence Types</p> <ul style="list-style-type: none"> - 2A sentences - 4A sentences - Conjunction sentences - Short descriptive sentences - Time sentences - Speech sentences - Question sentences - List sentences (list of actions) - Short sharp sentences - Adverb sentences - As sentences - Preposition sentences - Simile sentences - Ing sentences - It was as if sentences - With/without sentences - Extra information sentences | <p>Terminology</p> <p>These are the terms children should be introduced to in Year 6:</p> <ul style="list-style-type: none"> • subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points | <p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • 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 • use a thesaurus. <p>Spelling work for Year 5/6 from English Curriculum Appendix 1</p> |
| <p>Grammar and Punctuation</p> <p>Children should be taught how to:</p> <ul style="list-style-type: none"> • use the semi-colon and dash to mark boundaries between independent clauses • use commas to clarify meaning and avoid ambiguity • use the passive tense • use colons and semi-colons for lists • use bullet points to list information, consistently punctuated • use hyphens to avoid ambiguity (e.g. man-eating shark, rather than man eating shark) • use ellipsis effectively • ensure correct subject and verb agreement when using singular and plural • distinguish between the language of speech and writing • know and use the difference between formal and informal writing • understand how words are related by meaning as synonyms and antonyms e.g. big, large, little | | |