

## Year 6 Writing

### 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 précis 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.

<p><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>- Simple sentences (just a main clause)</li> <li>- Compound sentence using FANBOYS (<i>for, and, nor, but, or, yet, so</i>) conjunction or a semi-colon to join two independent clauses</li> <li>- Complex sentences (main clause + subordinate clause/s) <ul style="list-style-type: none"> <li>o Use subordinating conjunctions (<i>as, when, because, while, until, if, which, then, so that, even though, although etc.</i>)</li> <li>o Use adverbials of time (<i>after the rain stopped, later in the day</i>), adverbials of manner (<i>cautiously, thoroughly, eagerly</i>) and adverbials of place (<i>in the distance, from the corner of the room, beyond the horizon</i>)</li> <li>o Use a non-finite clause at the beginning: -ing or -ed clauses. E.g. <i>Searching the land, ... Exhausted by the chase, ...</i></li> <li>o Use a relative clause introduced by a relative pronoun (<i>who, that, which, whose</i>). E.g. <i>The decaying building, <b>which cast a shadow upon the land</b>, could be seen for miles.</i></li> <li>o Use an embedded subordinate clause to give extra information. E.g. <i>The tearful girl, <b>exhausted from her journey</b>, wearily made her way up the unfamiliar stairs. Daniel, <b>with tears in his eyes</b>, waved a goodbye to his mother.</i></li> </ul> </li> <li>- Speech sentences</li> <li>- Question sentences</li> <li>- List sentences</li> </ul>	<p><b>Terminology</b></p> <p>These are the terms children should be introduced to in Year 6:</p> <ul style="list-style-type: none"> <li>• subject</li> <li>• object</li> <li>• active</li> <li>• passive</li> <li>• synonym</li> <li>• antonym</li> <li>• ellipsis</li> <li>• hyphen</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> </ul>	<p><b>Spelling</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b>Spelling work for Year 5/6 from English Curriculum Appendix 1</b></p>
<p><b>Grammar and Punctuation</b></p> <p>Children should be taught how to:</p> <ul style="list-style-type: none"> <li>• use the semi-colon and dash to mark boundaries between independent clauses</li> <li>• use commas to clarify meaning and avoid ambiguity</li> <li>• use the passive tense</li> <li>• use colons and semi-colons for lists</li> <li>• use bullet points to list information, consistently punctuated</li> <li>• use hyphens to avoid ambiguity (e.g. man-eating shark, rather than man eating shark)</li> <li>• use ellipsis effectively</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• distinguish between the language of speech and writing</li> <li>• know and use the difference between formal and informal writing</li> <li>• understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</li> </ul>		