

## Key Learning in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>▪ Use ellipsis to link ideas between paragraphs.</li> <li>▪ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▪ Identify the subject and object of a sentence.</li> <li>▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></li> <li>▪ Punctuate bullet points consistently.</li> <li>▪ Identify and use colons to introduce a list.</li> <li>▪ Identify and use semi-colons within lists.</li> <li>▪ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark.</i></li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Identify audience and purpose.</li> <li>▪ Choose appropriate text-form and type for all writing.</li> <li>▪ Select the appropriate structure, vocabulary and grammar.</li> <li>▪ Draw on similar writing models, reading and research.</li> <li>▪ Compare how authors develop characters and settings (in books, films and performances).</li> <li>▪ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>▪ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></li> <li>▪ Consciously control the use of different sentence structures for effect.</li> <li>▪ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▪ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> <li>▪ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Recognise and spell endings which sound like /ʃas/, spelt – <i>cious</i> or –<i>tious</i>.</li> <li>▪ Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial.</i></li> <li>▪ Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference.</i></li> <li>▪ Investigate use of the hyphen.</li> <li>▪ Investigate and use further prefixes, e.g. <i>bi- trans- tele-circum-</i>.</li> <li>▪ Distinguish between homophones and other words that are often confused.</li> <li>▪ Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>▪ Be secure with all spelling rules previously taught.</li> <li>▪ Use a number of different strategies interactively in order to spell correctly.</li> <li>▪ Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> <li>▪ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Write, using a joined style, with increasing speed.</li> <li>▪ Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></li> </ul>

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<ul style="list-style-type: none"><li>▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter.</i></li><li>▪ Explore, collect and use question tags typical of informal speech and writing e.g. <i>“He’s your friend, isn’t he?”</i></li><li>▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></li></ul>	<ul style="list-style-type: none"><li>▪ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i></li><li>▪ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of ‘and’ to convey tedium, one word sentence.</i></li><li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></li><li>▪ Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i></li><li>▪ Précis longer passages.</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li><li>▪ Proofread for grammatical, spelling and punctuation errors.</li></ul> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>▪ Use appropriate and effective intonation and volume.</li><li>▪ Add gesture and movement to enhance meaning.</li><li>▪ Encourage and take account of audience engagement.</li></ul>		
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