

Writing Overview

Year Six		
Writing Composition	Sentence Types	Grammar
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> – 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 expert authors have developed characters and setting. <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> – Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning. – In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description; – Précising longer passages. – Using 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 i.e headings/subheadings, bullet points, underlining etc. <p>Pupils should be taught to evaluate and edit by:</p> <ul style="list-style-type: none"> – 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. <p>Pupils should be taught to proof-read for spelling and punctuation errors.</p>	<p>Revise the following sentence types:</p> <ul style="list-style-type: none"> – List: (noun phrases) The old man with the grey, straggly hair walked his dog. – Extra Information: The old man, who was tired and grumpy, walked his dog. – 3 ed: Frightened, terrified, confused, the man walked his dog. – Verb, person: Crying, Stanley walked his dog. – Ad, same ad: He was a tired old man, tired of walking. – Short, sharp: He had been walking the dog for miles. Suddenly he stopped. – De:De: (Description: Detail): The old man was exhausted: he hadn’t slept for hours. – 2 Pairs: Exhausted and hungry, cold and fed up, the man walked his dog. – The more, the more: The more he waked his dog, the more his dog whined and whinged. – Emotion word, (comma): Exasperated, the old man walked his dog. <p>Learn to write and then apply the following sentence types:</p> <ul style="list-style-type: none"> – 3 bad – (dash) question: Flatulence, greed, laziness-which was the dog’s worst trait? – Many Questions: What if it rained? It snowed? It thundered? – Imagine 3 examples: Imagine if he never had to walk the dog again, when he could stay in by the fire, when he wouldn’t have to walk in the cold and the rain: he could hardly wait. – If, if, if, then e: If he hadn’t gone out, if it had stopped raining, if the streetlight had been working, then it might never have happened. – Irony: They said that the dog was “the perfect pet”, so far it had wrecked his house and cost him a fortune. 	<p>Pupils should be reminded from Year5 to:</p> <ul style="list-style-type: none"> – Use devices to build cohesion within a paragraph e.g. – then, after, that, this, firstly etc. – Use both compound sentences (main clauses only) and complex sentences (main and subordinate clause). – Link ideas across paragraphs using adverbials of time, later..., place, nearby..., and number, secondly... or tense choices, he had seen her before. – Use relative pronouns: who, whom, those, which, that etc. – Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g. I have a friend who speaks five languages (no commas is used to separate the main clause from the relative clause). – Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. – Use expanded noun phrases to convey complicated information concisely. <p>Pupils in Year 6 should be taught to:</p> <ul style="list-style-type: none"> – Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms e.g. If I <u>were</u>... or <u>Were they</u>.... – Using passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse. <i>versus</i> The window in the greenhouse was broken (by me). – Link ideas across paragraphs using a wider range of cohesive devices: e.g. repetition of a word or phrase, use of adverbials such as, on the other hand, in contrast, as a consequence, as well as ellipsis. – Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing

Spelling and Phonics	Punctuation	Key Vocabulary	
<p>Use further prefixes and suffixes and understand how to use them. (see Appendix 1)</p> <ul style="list-style-type: none"> – Words with tious or cious endings, e.g. vicious, infectious – Continue to build on knowledge of silent letters e.g. thistle, solemn – Continue to develop knowledge of homophones and other words often confused. (See Appendix 1) – Use a dictionary to check a spelling and meaning of words. – Use a thesaurus to check antonyms and synonyms. – Words ending in tial, cial, e.g. official, essential – Use of the hyphen to join a prefix to a root word if the prefix ends in a vowel and the root word begins with a vowel, e.g. co-operate, re-enter – Use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spelling of some words need to be learnt specifically 	<p>As Year 5:</p> <ul style="list-style-type: none"> – Use of commas to clarify meaning and avoid ambiguity. e.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. – Use of brackets, dashes or commas to indicate parenthesis: (additional information). <p>Year 6:</p> <ul style="list-style-type: none"> – Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up. – Use of the colon to introduce a list and use semi-colons within lists. e.g. At school he will learn to: tie his shoelaces; write his name; read a book and count. – Punctuate bullet points to list information. – Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark. 	<p>Comma Noun Conjunction/connective Clause Subordinate Clause Direct speech Simile Determiner Modal Verb Relative pronoun Relative clause Parenthesis Bracket Dash Subject Object Colon Semi-colon Hyphen</p>	<p>Verb Adjective Adverb Phrase Noun phrase Statement Question Command Tense (past & present). Pronoun Preposition Prefix Inverted commas Speech marks Active Passive Ellipsis</p>
	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> – Write legibly, fluidly with increasing speed and style. – Develop a personal style. – Choose the appropriate writing implement best suited for the task. – Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals). 	<p style="text-align: center;">Speaking and Listening</p> <ul style="list-style-type: none"> – Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. – Speak audibly and fluently with an increasing command of Standard English. – Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. – Listen and respond appropriately to adults and their peers. 	