

Key Learning in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
As above and: - Manipulate sentences to create particular effects. - 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> - 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> - Use ellipses to link ideas between paragraphs. - Use repetition of a word or phrase to link ideas between paragraphs. - Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> - Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> - Identify the subject and object of a sentence. - 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> - 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> - Punctuate bullet points consistently. - Identify and use colons to introduce a list. - Identify and use semi-colons within lists. - Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.	As above and: Planning - Identify audience and purpose. - Choose appropriate text-form and type for all writing. - Select the appropriate structure, vocabulary and grammar. - Draw on similar writing models, reading and research. - Compare how authors develop characters and settings (in books, films and performances). - Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> Drafting and Writing - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. - 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). - 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> - Consciously control the use of different sentence structures for effect. - Use a wide range of devices to build cohesion within and across paragraphs. - Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> - Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i>	As above and: - Recognise and spell endings which sound like /ʃəs/, spelt – <i>cious</i> or – <i>tious</i>. - Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial.</i> - Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference.</i> - Investigate use of the hyphen. - Investigate and use further prefixes, e.g. <i>bi- trans- tele- circum-</i>. - Distinguish between homophones and other words that are often confused. - Identify root words, derivations and spelling patterns as a support for spelling. - Be secure with all spelling rules previously taught. - Use a number of different strategies interactively in order to spell correctly. - Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. - Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.	As above and: - Write, using a joined style, with increasing speed. - 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>

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- 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> - Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> - 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>	- 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> - 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> - 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> - Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i> - Précis longer passages. Evaluating and Editing - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Proofread for grammatical, spelling and punctuation errors. Performing - Use appropriate and effective intonation and volume. - Add gesture and movement to enhance meaning. - Encourage and take account of audience engagement.		
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