

Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs Use preposition phrases effectively to add detail, qualification and precision. Use expanded noun phrases effectively to add detail, qualification and precision. Use ellipsis 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 Identify the subject and object of a sentence. Use active and passive forms e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> Use modal verbs or adverbs to indicate degrees of possibility Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause 	<p>Planning</p> <ul style="list-style-type: none"> 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> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action 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> 	<ul style="list-style-type: none"> 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>. Add suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference</i>. Spell hyphenated words correctly, to join a prefix to a root word. Use further prefixes, e.g. <i>bi- trans- tele- circum-</i>. Spell homophones (e.g. <i>practice and practise, past, passed and past</i>). Spell other words that are often confused, (e.g. <i>advice and advise. device, devise</i>). 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. Use suffixes –<i>ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Spell words from the H.W Year 6 list (selected from the statutory Year 5/6 word list) <p>-----</p> <p>-</p> <ul style="list-style-type: none"> Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. 	<ul style="list-style-type: none"> 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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<ul style="list-style-type: none">▪ Punctuate bullet points consistently. Identify and use colons to introduce a list.▪ Identify and use semi-colons within lists.▪ Use hyphens to avoid ambiguity▪ Use commas to clarify meaning or avoid ambiguity in writing.▪ 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>	<ul style="list-style-type: none">▪ 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>▪ 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. <p>Evaluating and Editing</p> <ul style="list-style-type: none">▪ 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. <p>Performing</p> <ul style="list-style-type: none">▪ 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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