



## Year 6 Writing

### Composition

#### *Plan their writing 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

#### *Draft and write by:*

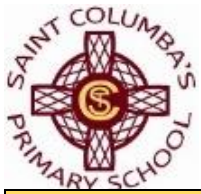
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising 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



<p><b>Editing</b></p>	<p><i>Evaluate and edit by:</i></p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p><b>Punctuation</b></p>	<p>Understand and use hyphens.</p> <p>Understand and use semi colons.</p> <p>Understand and use colons.</p> <p>Understand and use dashes.</p> <p>Understand and use and ellipsis.</p> <p>Understand and use bullet points.</p>



## Sentence

Understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing Transform a sentence from active to passive and vice-versa.

To note and discuss how changes from active to passive affect the word order and sense of a sentence.

To investigate further the use of active and passive verbs.

To know how sentences can be re-ordered by changing from one to the other.

To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator.

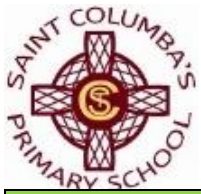
Understand the term 'impersonal voice' and be able to write in this style.

Understand the features of informal sentences.

Understand the features of formal language, including the subjunctive through, Collecting and analysing examples, discussing when and why they are used Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary Collecting typical words and expressions, e.g. "Those wishing to ...", "hereby ...", "forms may be obtained ...."


Revise the language conventions and grammatical features of the different types of text such as: Narrative (e.g. stories and novels) Recounts (e.g. anecdotes, accounts of observations, experiences) Instructional texts (e.g. instructions and directions) Reports (e.g. factual writing, description) Explanatory texts (how and why) Persuasive texts (e.g. opinions and promotional literature) Discursive texts (e.g. balanced arguments)

Investigate connecting words and phrases:



	<p>Collect examples from reading and thesauruses. Study how points are typically connected in different kinds of text.</p> <p>Classify useful examples for different kinds of text – for example, by position (besides, nearby, by); sequence ( firstly, secondly ); logic ( therefore, so, consequently ).</p> <p>Identify connectives which have multiple purposes (e.g. on, under, besides).</p> <p>Identify, understand and form complex sentences through, Using different connecting devices.</p> <p>Reading back complex sentences for clarity of meaning, and adjusting as necessary.</p> <p>Evaluating which links work best. Identifying main clauses. Using appropriate punctuation.</p> <p>Secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.</p> <p>Identify the subject in sentences.</p> <p>Identify the object in sentences.</p> <p>Understand and use the term elision. The omission of one or more sounds (such as a vowel, a consonant, or a whole syllable) in a word or phrase.</p>
Word Structure	<p>Identify and understand formal vocabulary.</p> <p>Identify and understand informal vocabulary.</p>



<p>Parts of speech</p>	<p>Become aware of conditionals through: Using reading to investigate conditionals, e.g. using if. .then, might, could, would, and their uses, e.g. in deduction, speculation, supposition. Using these forms to construct sentences which express, e.g. possibilities, hypotheses.</p> <p>Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future).</p>
<p>Standard English</p>	<p>Understand the basic conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs consistency of tense and subject avoidance of double negatives avoidance of non-standard dialect words</p>
	<p>Capital letter, full stop, comma, question marks, exclamation, apostrophe, possessive apostrophe, speech marks, statement, question, exclamation, noun phrase, simple clause, coordination, subordinate clause, connective, adverb, adverbial, possessive pronoun, conjunction, connective, preposition, determiner, adjective, verb, fronted adverbial, semi colon, colon, hyphen, article, expressive, figurative, adjectival phrase, comparative, superlative, parenthetical brackets, bullet points, parenthetical dashes, direct and reported speech, affixes, modal verbs, relative pronoun, synonym, auxiliary verb, double negative, subject, object, singular, plural, <b>active and passive verbs, impersonal voice, conditionals, elision</b></p>