

## Year 6 Writing

### Relevant KS2 end points covered:

- To plan and write for a range of purposes and audiences
- To use a range of devices to build cohesion within and across paragraphs.
- To use grammatical structures that reflect what the writing requires.
- To develop vocabulary appropriate to the audience.
- To describe settings, characters and atmosphere in narratives.
- To manipulate sentence structures.
- To maintain tense throughout a piece of writing.
- To use a range of punctuation for accuracy and effect.
- To spell most words correctly or to use resources quickly and efficiently in order to support spelling.
- To consistently join handwriting.

### Key concepts:

- Composition
- Transcription

### Strands

- Planning
- Structure
- Vocabulary
- Grammar
- Punctuation
- Spelling
- Handwriting

### Prior Knowledge

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

### Year Group Terminology

subject, object, modal verb, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Autumn 1			Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
INVADERS, INJUSTICE AND INVENTIONS						OUR INCREDIBLE EARTH				MAKING CONNECTIONS			
Text Types													
Building Blocks Narrative- Description	Narrative – Historical Story	Biography	Balanced Argument	Recount	Poetry Metaphorical Poems	Persuasive	Letter of Complaint	Non- chronological report	Narrative - Dialogue	Narrative - Adventure Story	Journalistic Writing	Explanation	Review of School Life
<b>Ongoing objectives:</b> I can note and develop initial ideas, choosing the level of formality appropriate to my audience. I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary. I can maintain legibility in joined handwriting when writing at speed.													
I can write a cohesive paragraph which describes a setting.  I can use expanded noun phrases effectively to add detail, qualification and precision  I can use a thesaurus to enhance the vocabulary used in writing.  I can begin sentences with a subordinate conjunction and use the correct punctuation.  I can use a comma correctly when beginning a sentence with a subordinate clause.	I can integrate dialogue in narratives to convey character and advance the action.  I can effectively describe settings and characters and create atmosphere through vocabulary.  I can vary the way that I structure my sentences by beginning some sentences with a verb or an adjective.  I can use some adverbs within a dialogue to develop action and characters.  I can use correct punctuation and layout when setting down dialogue.	I can structure my writing chronologically.  I can choose appropriate formal language to describe a person's life.  I can use relative pronouns and relative clauses to add extra detail as an embedded clause.  I can use commas with relative clauses confidently.	I can use a range of devices to build cohesion across paragraphs. Including grammatical connections.  I can choose adventurous conjunctions to develop, support or conclude a point in a discussion.  I can use semicolons to separate two main clauses.	I can use a range of devices to build cohesion including adverbials of time and place.  I can create an effective controlled paragraph by building up from a topic sentence.  I can use verb tenses (past, present and future) consistently and correctly throughout my writing.	I can use metaphors as a figurative device in a poem.	I can use expanded noun phrases effectively to add detail, qualification and precision using controlled choice of vocabulary.  I can use a full range of modal verbs to suggest degrees of possibility.  I can confidently use commas to avoid ambiguity and to clarify writing.	I can use the layout of a formal letter.  I can use formal vocabulary terms appropriate to a complaint.  I can relate synonyms and antonyms.  I can use subjunctive form as a formal device.  I can use a colon to introduce a list.	I can use a range of grammatical structures relevant to a non-chronological report.  I can use scientific terms to make my writing more convincing.  I can use passive verbs to affect how information is presented.  I can use brackets to add technical and scientific information.	I can create a dialogue from a filmscript.  I can use contracted forms in dialogues in narrative.  I can use additional clauses to advance the action in a dialogue.  I can use correct punctuation and layout when setting down more complex dialogues.	I can integrate dialogue in narratives to convey character and advance the action with control.  I can use a range of figurative devices to create atmosphere– similes, personification and metaphors.  I can use contracted forms in dialogue.  I can use carefully chosen adverbial phrases to advance the action in a dialogue.  I can use ellipsis to indicate tension or the passing of time.	I can use stylistic devices in headlines and an orientation paragraph to engage the reader.  I can use adventurous formal language which adds detail to a reported event.  I can use passive verbs in a newspaper report with confidence.  I can use semicolons to separate items in a list.	I can use questions as a grammatical structure to direct the reader.  I can use technical terms to make my writing more convincing.  I can use a colon to add emphasis to an independent clause.	In this unit, the children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.