

Key Learning in Writing: Year Six

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 in persuasive, discursive and explanatory texts e.g. <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. <i>in the meantime, meanwhile, in due course, until then</i> Use ellipsis to link ideas between paragraphs Identify and use colons to introduce a list 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> Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i> Punctuate bullet points consistently Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request Identify the subject and object of a sentence Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window</i> 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying audience and purpose Choose appropriate text-form and type for all writing Selecting the appropriate language and structures Drawing on similar writing models, reading and research Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i> <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> Using devices to build cohesion Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time shifts</i> Combining text-types to create hybrid texts e.g. <i>persuasive speech</i> Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and'</i> 	<ul style="list-style-type: none"> Be secure with all spelling rules previously taught Write increasingly confidently accurately and fluently, spelling with automaticity Use a number of different strategies interactively in order to spell correctly Develop self-checking and proof-checking strategies Use independent spelling strategies for spelling unfamiliar words 	<ul style="list-style-type: none"> Write with increasing speed Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>)

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<p><i>in the greenhouse was broken</i></p>	<p><i>to convey tedium, one word sentence.</i></p> <ul style="list-style-type: none">• 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>in formal reports, explanations and mystery narrative</i> <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning• Proofreading for grammatical, spelling and punctuation errors <p>Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none">• Intonation and volume• Gesture and movement• Audience engagement		
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