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: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* ▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* ▪ Use **ellipsis** 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. *It is raining; I am fed up*. ▪ Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* ▪ Identify the **subject** and **object** of a sentence. ▪ Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.* ▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *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).* ▪ 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. *man eating shark* versus *man-eating shark.*	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. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.* **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. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* ▪ 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. *flashbacks, simultaneous actions, time-shifts.* ▪ Combine text-types to create hybrid texts e.g. *persuasive speech.*	As above and: ▪ Recognise and spell endings which sound like /ʃəs/, spelt – *cious* or *–tious.* ▪ Recognise and spell endings which sound like /ʃəl/, e.g. *official, partial.* ▪ Investigate adding suffixes beginning with vowel letters to words ending in *–fer,* e.g. *referring, reference.* ▪ Investigate use of the hyphen. ▪ Investigate and use further prefixes, e.g. *bi- trans- tele- circum-.* ▪ 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. *pencil for quick notes, handwriting pen for letters, marker pens for posters.*

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▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.* ▪ Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"* ▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*	▪ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.* ▪ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.* ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.* ▪ Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.* ▪ 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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