Year 6 Writing

Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience (context)	Structure and organisation (textual)	Style including language choice, grammar and punctuation	Spelling	Handwriting
In the research, planning drafting and editing, children will refine their ability to reflect on and make changes to enhance the effectiveness of their writing. This will include: • In the planning of their writing, noting and developing initial ideas and drawing on reading and research when necessary. • Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar. • Evaluating and editing by assessing the effectiveness of their own and others' writing. • Proof reading to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose. • Précising longer passages • Performing their own compositions using appropriate intonation volume and movement so that meaning is clear	*Children's writing will reflect their increasing understanding of the audience for and purpose of their writing by the appropriate selection of vocabulary and grammar.* This will include: • Selecting the appropriate form and using other similar writing as models for their own • In their selections of vocabulary and grammar, demonstrating an understanding of how these choices can change and enhance meaning for the audience • Drawing on wider reading and performances to inform development of setting and character in narratives • Applying and using effectively their understanding of the use of formal or informal language structures for different genres	*In their writing, children should be able to consciously control sentence and whole text structure and understand why sentences/texts are constructed as they are* This will include: • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining)	*Children's grammar and punctuation should be broadly accurate and they will have an increased knowledge of language gained from a wide range of sources of fiction and non-fiction. They will understand nuances in vocabulary choice and age-appropriate academic vocabulary.* This will include: • Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning • Consistent use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural • Distinguishing between the language of speech and writing and choosing the appropriate register • Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information within a sentence • Using the perfect form of verbs to mark relationships of cause and time • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun)	*Children's spelling of most words taught so far should be accurate and they should be able to spell words that they have not been taught by using what they know about how spelling works in English.* This will include: • Using further prefixes and suffixes and understanding the guidance for adding them • Accurate spelling of words with silent letters • Continuing to distinguish between homophones and other words which are often confused • Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically (as listed in Appendix 1) • Using dictionaries to check the spelling and meaning of words • Using a thesaurus	*Children should be able to write legibly and fluently and with increasing speed.* This will include: • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for the task • Using an un-joined style – for example – for labeling a diagram/ writing e-mail address • Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft

			- Using commas to clarify meaning or avoid ambiguity - Using hyphens to avoid ambiguity - Using dashes, brackets or commas to indicate parenthesis - Using colons, semi-colons or dashes to mark boundaries between independent clauses - Using a colon to introduce a list - Punctuating bullet points consistently - Using and understanding the grammar and terminology **for Years 5 and 6 in Appendix 2**		

Statutory Terminology: **Year 5:** modal verb; relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. **Year 6:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points