



# Year Six *Writing Composition*

Knowledge, skills and understanding	Routines and resources
<p><i>Pupils should be taught to plan their writing by:</i></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>	<ul style="list-style-type: none"> <li>Use a class short story to identify key events and place these in sequential order; draw a plan; insert key information in each section.</li> <li>During shared writing or as a sentence-starter activity, play with sentence order, exploring how changes affect the reader.</li> <li>Use shared reading as a regular routine, to observe and discuss use of connectives which promote fluency.</li> <li>Build dictionary skills to check the meaning of new words; become familiar with using a thesaurus to expand vocabulary; keep a journal of words.</li> <li>Visit theatre productions to broaden experience, language structures and vocabulary, and to enrich knowledge and understanding of play scripts.</li> <li>During shared reading, discuss how the author uses both dialogue and actions to depict character.</li> </ul>
<p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>building cohesion within a paragraph [<i>e.g. then, after that, this, firstly</i>]</li> <li>linking ideas across paragraphs using adverbials of time <i>e.g. later, of place e.g. nearby, or number e.g. secondly, or by tense choice e.g. he had seen her before.</i></li> </ul>	<ul style="list-style-type: none"> <li>Model how to improve skills in organisation of logical paragraphs. Identify similar information when sharing texts.</li> <li>Use <b>connectives</b> more effectively to link sentences and paragraphs, to improve fluency of writing and <b>cohesion</b> of the whole piece.</li> <li>Link ideas across paragraphs using adverbials [<i>e.g. later, nearby, secondly</i>]. Model boxing-up activity as a regular routine; show how to organise similar information into each section or paragraph; allow pupils to practise this boxing-up activity themselves.</li> <li>Identify/highlight/textmark the main clause and subordinate clause of a sentence.</li> <li>Which is it? game - use a bag or box containing a mixture of statements, questions and commands. Child picks out a card and reads to whole class. Everyone must respond with their choice.</li> <li>Human sentences. Give out word cards (can include punctuation cards). Pupils arrange themselves into a sentence which makes sense.</li> <li><b>Word class game.</b> Use P.E hoops (or large paper) to create a Venn Diagram of three circles with intersections. Each hoop relates to either noun/verb or adjective. Group of children discuss where to place given word cards.</li> </ul>



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<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<ul style="list-style-type: none"> <li>Collect words to describe a given setting; use a picture or film as a stimulus.</li> <li>Find vocabulary to evoke atmosphere of a setting. Use a dictionary and thesaurus with confidence to define new words and to support the collection of a wide variety of words to support writing.</li> </ul>
<p>precising longer passages □□using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p>	<ul style="list-style-type: none"> <li>Plan activities involving note-taking; summarising; writing a précis; write a book blurb; write a newspaper article for a school newspaper.</li> <li>Keep journals for first drafting.</li> </ul>
<p><i>Evaluate and edit by:</i> assessing the effectiveness of their own and others' writing □□proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □□ensuring the consistent and correct use of tense throughout a piece of writing</p>	<ul style="list-style-type: none"> <li>Link with cross-curricular topic work to practise research skills, referencing text books.</li> <li>Regularly engage pupils in discussion of their writing and that of their peers, through feedback activities; guided writing and shared writing.</li> <li>Model the process of providing constructive feedback, so that pupils learn to do this effectively for themselves.</li> <li>Model how to improve work; how to maintain tense; how to make better vocabulary choices.</li> <li>Introduce the idea of the <b>future tense</b>; <i>will be going, shall dine.</i></li> </ul>
<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. Proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>Reiterate the importance of <b>subject/verb agreement</b>; <i>I am, you are, we were; I did, you did, they did; I was, you were, he was, they were.</i></li> <li>Role-play use of Standard English forms in a formal situation. Develop to use during writing, for example, a formal letter with an audience and purpose.</li> </ul>
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses beginning with <i>who, which, where, when, whose, that</i></li> <li>using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or</i></li> </ul>	<p>Model the proof-reading process during shared and guided writing.</p> <ul style="list-style-type: none"> <li>Know the term <b>Standard English</b> and what it means.</li> <li>Use a dictionary and thesaurus to define words and to collect a variety of words to support writing.</li> <li>Identify and model effective noun phrases, avoiding overuse of adjectives. 'Every adjective must earn its place.' (Pie Corbett)</li> <li>On mini-whiteboards, practise writing sentences using relative clauses beginning <i>with who, which, where, when, whose</i> and <i>that</i>.</li> </ul>



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<p><i>perhaps; surely].</i></p>	
<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis [embedded clause]</li> <li>• using a dash to mark boundaries between independent clauses [as a separator]</li> </ul>	<p>Use the term <b>parenthesis</b> for an embedded clause of extra information; become familiar with ways to punctuate this using <b>commas, brackets or dashes</b>.</p> <ul style="list-style-type: none"> <li>• Play ‘Drop in’, providing a simple sentence, and inviting pupils to ‘drop in’ an embedded clause, or simply a word. Model this first to all children. Play this as part of ‘Super sentences’, modelling a wide range of ways to adapt and improve sentences. Show that embedded clauses can be punctuated in a variety of ways.</li> <li>• Display a range of connectives.</li> <li>• Game: Which connective is it? Provide a beginning and ending of a sentence (use class text) omitting the connective. Pupils select something suitable (whiteboards/ cards/ in pairs).</li> <li>• Use punctuation accurately in <b>complex sentences</b>; use a <b>comma</b> to clarify meaning.</li> <li>• Regularly investigate <b>main clauses and subordinate clauses</b> within sentences.</li> <li>• Confidently identify sentences which are <b>statements, questions or commands</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the subject and object within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence to identify a <b>preposition</b> within a sentence.</li> <li>• Develop confidence to identify <b>reported speech (indirect)</b> and <b>direct speech</b>; e.g. <i>James said that he didn’t want to join in; James said, “I don’t want to join in.”</i></li> <li>• During shared and guided reading, regularly identify the <b>subject and object</b></li> </ul>



# Year Six Writing Composition

Extending Year 6 (See also Years 5/6 above)

Knowledge, skills and understanding	Routines and resources
<p>Link ideas across paragraphs using a wider range of cohesive devices,</p> <ul style="list-style-type: none"> <li>for example by repeating a word or phrase</li> <li>using adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence of</i></li> </ul> <p>Use a range of layout devices, e.g. headings, sub-headings, columns, bullet points or tables, to structure a text.</p>	<ul style="list-style-type: none"> <li>Display and share a range of <b>connectives</b> to give writing fluency: e.g. using <b>adverbials</b> such as <i>‘on the other hand; in contrast; as a consequence of this.</i></li> <li>Revise and ensure correct identification of the <b>main clause</b> and <b>subordinate clause</b> in a <b>sentence</b>; explore different order in own writing; discuss effect of changes. Model. Text mark.</li> <li>Identify the <b>past</b>, <b>present</b> and <b>future tense</b> within texts. Change from one to another.</li> <li>Model the selection of powerful and effective <b>verbs</b> during shared writing.</li> <li>Revise the term <b>modal verbs</b> to indicate degree of possibility: <i>might, should, will</i></li> <li>Use practical scenarios to explain prepositions; identify them in texts.</li> </ul>
<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse, versus The window in the greenhouse was broken.</i></li> </ul>	<ul style="list-style-type: none"> <li>Play language game which requires changing passive action to active, or vice versa; set up real life scenarios.</li> <li>Use punctuation fans (one per child), to select appropriate punctuation in a given scenario e.g. on an IWB sentence.</li> </ul>
<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list.</li> </ul>	<ul style="list-style-type: none"> <li>Show how the <b>hyphen</b> can be used to avoid ambiguity: e.g. <i>man eating shark versus man-eating shark; little, used car versus little-used car.</i></li> <li>Use the <b>semi-colon</b> to mark a bigger pause than a comma, separating two sentences which are closely linked in context: e.g. <i>The journey was very long; we all fell asleep.</i> Can pupils find and create examples?</li> <li>Show also that a semi-colon can divide long items in a list.</li> <li>Revise use of the colon before a list. Introduce the <b>colon</b> as indicating a reveal: e.g. <i>I knew her secret: she was a ghost!</i></li> <li>Show that an <b>ellipsis</b> is the omission of a word or phrase which is expected and predictable, e.g. <i>Jack waved to Kelly and (he) watched her walk away.</i></li> </ul>



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<p>Identify the subject and object of a sentence.</p>	<ul style="list-style-type: none"><li>• Achieve competence in <b>subject/verb agreement</b>, both in speech and in writing <i>e.g. we were; they were; I did</i>. Role-play scenarios requiring use of formal speech, such as newsreader/ interview/ debate / school council. Use 'Did you mean to say?...' so that when a pupil uses the verb incorrectly (<i>e.g. I done</i>), the adult responds with the correct phrase.</li><li>• Write a formal letter for a specific purpose, such as complaint or suggestion.</li><li>• Model during shared writing, processes for linking paragraphs together using connectives and adverbials; boxing up information, in order to clarify paragraphs.</li><li>•</li></ul>
<p>Identify the difference between formal and informal speech</p> <p><i>e.g. He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in formal writing and speech.</p>	<ul style="list-style-type: none"><li>• Convert text passages from direct to indirect speech and vice versa.</li><li>• Revise identification of <b>direct speech</b> and <b>reported/indirect speech</b>; use accurately in independent writing.</li></ul>
<p>Understand that words are synonyms if they have the same or similar meanings, and antonyms if they are opposite in meaning.</p>	<ul style="list-style-type: none"><li>• Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals.</li></ul>