

Key Learning in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
As above and: - 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 ellipses 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 in the greenhouse was broken.</i>	As above and: Plan their writing by: - 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> Draft and write by: <u>Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</u> - 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> <u>Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.</u> - 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' to convey tedium, one word sentence.</i>	(see also the Lancashire Supporting Spelling document for further detail and advice) As above and: - 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. <u>Develop self-checking and proof-checking strategies.</u> - Use independent spelling strategies for spelling unfamiliar words.	As above and: - 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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	▪ 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> Evaluate and edit by: ▪ 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. Evaluate and improve performances of compositions focusing on: ▪ Intonation and volume. ▪ Gesture and movement. ▪ Audience engagement.		
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