



YEAR 6

WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

KNOW IT

YEAR 6

SPELLING

Hyphenated Words	When a hyphen is used to avoid ambiguity. <i>Recover, re-cover</i>
Synonym	A word which carries a similar meaning to another.
Antonym	A word which carries an opposite meaning to another.

New Learning

Prior Learning

PUNCTUATION

Ellipsis ...	A series of dots, usually three indicating the omission of words.
Hyphen -	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
Colon :	Used to precede lists, quotes and explanations.
Semi-colon ;	Links two independent clauses which are related.
Bullet Points •	Used to separate items in a list; should be punctuated consistently.
Parenthesis	Word/phrase inserted to add explanation or asides - demarcated with either () “ ”
Bracket ()	Pair of punctuation marks surrounding word/figures
Dash -	Indicates a range or a pause.
Commas	Used to avoid ambiguity or clarify meaning.

SENTENCE STRUCTURE



Passive	When the subject undergoes the action.
Active	When the subject performs the action.
Phrase	A groups of words which is part of, rather than the whole of, a sentence.
Cohesive device	Words and markers used to link the text and aid understanding.
Relative Clause	A type of subordinate clause which begins with a relative pronoun.
Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken.
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. The boy wrote a story, as there was a competition.






WORD CLASS

Subjunctive	Relating to the mood of verbs; expressing what is imagined, wished or possible.
Indefinite Article	A determiner referencing a non-specific noun: a, an.
Definite article	A determiner referencing a specific noun. The only definite article is 'the'.
Auxiliary	Verbs used to form the tense and mood of other verbs: have, be, do
Relative Pronoun	A word which can introduce a relative clause: who, whom, whose, that, which
Personal Pronoun	Replaces the name of a person.
Modal Verb	A verb that expresses degrees of possibility or necessity.

TENSE

Tenses	Past	Present	Future
Simple	I <u>did</u> my chores.	I <u>do</u> my chores.	I <u>will do</u> my chores.
Progressive	I <u>was doing</u> my chores.	I <u>am doing</u> my chores.	I <u>will be doing</u> my chores.
Perfect Simple	I <u>had done</u> my chores.	I <u>have done</u> my chores.	I <u>will have done</u> my chores.
Perfect Progressive	I <u>had been doing</u> my chores.	I <u>have been doing</u> my chores.	I will have been doing my chores.

SPELLING			HANDWRITING
Children in Year 5/6 should be taught to spell:			Children should use their handwriting skills to:
Common Exception Words	Word Endings	Suffix Words	<p>Write legibly, fluently and with increasing speed by:</p> <p> choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;</p> <p> choosing the writing implement that is best suited for the task.</p> <p>Ensure the needs of left-handed children are considered.</p> <p><i>ai ee ie ea er in</i></p> <p><i>aw uo ig air ing</i></p> <p><u>Diagonal joiners without ascenders</u></p> <p><i>al ot sh ch mb ed</i></p> <p><i>il wh ob ft rk ol</i></p> <p><u>Diagonal joiners with ascenders</u></p> <p><i>oa oo oi ou or</i></p> <p><i>vu ra fi wo wa</i></p> <p><u>Horizontal joiners without ascenders</u></p> <p><i>kn ly hi ki lo la</i></p> <p><i>ta ti lo ha di do</i></p> <p><u>Horizontal joiners from ascenders</u></p>
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	<ul style="list-style-type: none"> Endings which sound like ‘shus’ spelt like ~cious or ~tious. Endings which sound like ‘shl’ ~cial, ~tial. 	<ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words ending in ~fer e.g. referring, referred. Referral etc. 	
	Silent Letters	~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly	
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Letter Strings	Homophones	
	<ul style="list-style-type: none"> Word containing the letter string ~ough. 	<ul style="list-style-type: none"> Homophones and other words that are often confused e.g. advice/advise device/devise licence/license practice/practise 	
	Alternatives		
	<ul style="list-style-type: none"> Words with the ‘ee’ sound spelt ei after c e.g. deceive, conceive, receive etc. 		

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 6	
In most cases:	
	the r is doubled if the ~fer is still stressed when the ending is added e.g. referring, referred, referral. The r is not doubled if the ~fer is no longer stressed e.g. reference, referee, preference, transference;
	the ‘i before e except after c’ rule applies to words where the sound spelt by ei is ‘ee’ e.g. deceive, conceive, receive, perceive, ceiling etc;
	if the root words ends in ~ce the ‘sh’ sound is usually spelt ~c e.g. vice-vicious, grace-gracious, space-spacious;
	use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;
	when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se.

WRITING SKILLS

Grammar

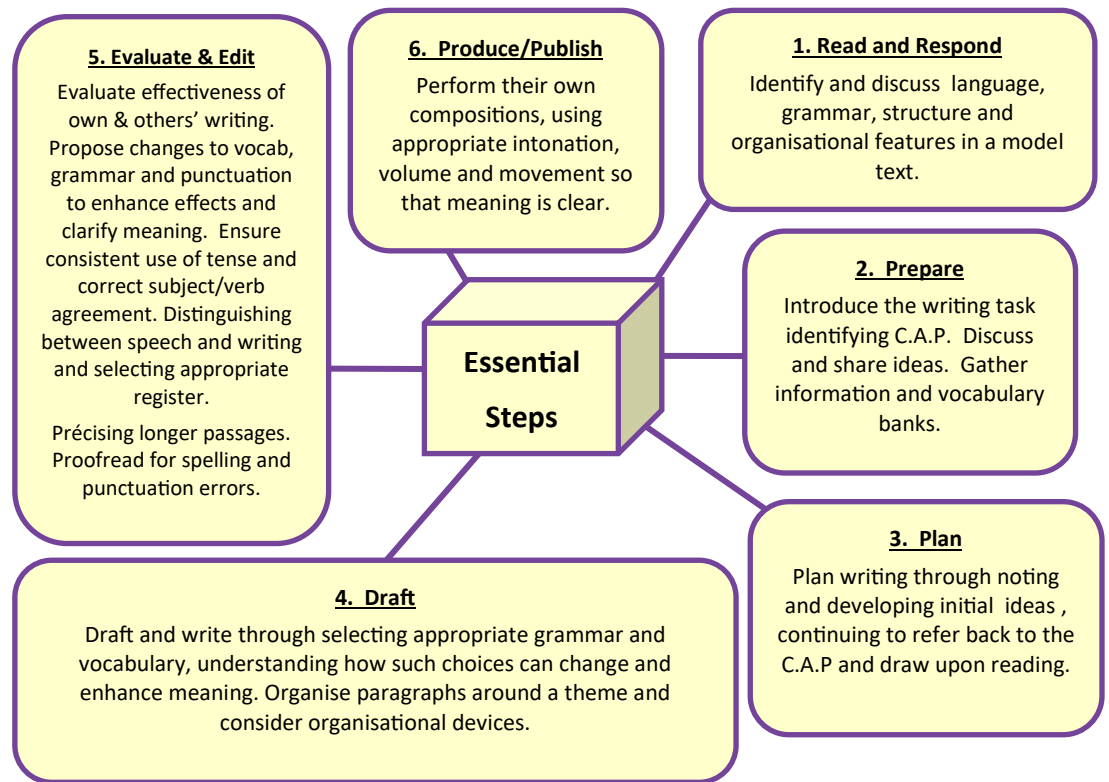
Children should be taught to:

- use the passive voice to affect the presentation of information in a sentence.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as *on the other hand*, *in contrast*), ellipsis and layout devices such as headings, columns, bullets etc.;
- convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using adverbials of time, place and number;
 - use of tense to reference back or ahead, e.g. he had seen her before;
 - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.
 - Indicating degrees of possibility using adverbs or modal verbs.

Punctuation

- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
- use of the colon to introduce a list and use of semi-colons within lists;
- use of hyphens to avoid ambiguity e.g. *recover versus re-cover*;
- use of brackets, dashes or commas to indicate parenthesis.
- Use of commas to clarify meaning or avoid ambiguity.

WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 6 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.

To inform

Biography
Procedures
Newspapers
Non-Chronological Reports

To entertain

Poetry
Description
Story Writing

To persuade

Travel Brochure
Courtroom Close

To discuss

Discussion

Children should be taught the importance of context, audience and purpose through:

- showing awareness of language and grammar typical of informal speech and that appropriate for formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar, see table-

Formal

Use of the subjunctive or passive form
Context specific vocabulary
Avoid contracted form
Perfect Tense

Informal

Question Tags
Direct Addresses
Vernacular Language
Contracted Form



APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

STORY WRITING	POETRY	DESCRIPTION
<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> create a title which hints at the theme; include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward; include a build up which hints at what is going to happen next; include a dilemma which introduces the problem; include a resolution where the problem is solved; include an ending which details the characters' feelings and ties together the threads of detail; organise writing into paragraphs; use a range of cohesive devices to aid flow; <p>Grammatical features</p> <ul style="list-style-type: none"> select the correct tense and apply consistently (may vary); use a wide range of conjunctions to express, time, place and manner in varying positions; consistently maintain first or third person (may use second person to address the reader); use fronted adverbials to detail time/place; use expanded noun phrases to add detail; use multi-clause sentences for detail and single clause for effect; use direct speech/reported speech to advance the action and/or aid characterisation; <p>Language features</p> <ul style="list-style-type: none"> use pronouns to avoid repetition and refer back; select vocabulary that matches the level of formality required. 	<p>Children should be taught to: explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.</p> <p>They should be given the opportunity to plan, write and perform poetry.</p> <p>Imagery</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> use figurative language to describe the subject; draw upon all senses to create a sensory experience for the reader including onomatopoeia; use precise and emotive vocabulary; choose whether to use rhyme. <p>An example of a poem which uses imagery is William Wordsworth's classic 1804 poem -</p> <p><i>I wandered lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.</i></p> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> introduce the character, setting or object to the reader; describe unusual and distinctive features; <p>Grammatical features</p> <ul style="list-style-type: none"> use the third person; use the tense consistently (past or present); use a wide range of conjunctions to link ideas; use subordinate clauses, in varied positions, to add detail and context; use fronted adverbials to detail time/place; use pronouns to refer back to subject/object; <p>Language features</p> <ul style="list-style-type: none"> use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect. use figurative language to add detail and description; use show not tell techniques, encouraging the reader to make inferences; use pronouns to avoid repetition; use expanded noun phrases to aid cohesion and add detail; use the power of three for effective repetition.

APPLY IT: TO INFORM

YEAR 6

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>RECOUNT DIARY</u>	<u>PROCEDURAL</u>	<u>BIOGRAPHY</u>
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading; include an introduction to outline the topic; include sub-headings; use paragraphs to organise the information logically; make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of the perfect tense; use a range of conjunctions, in varied positions, to aid cohesion; use modal verbs to indicate degrees of possibility; <p><u>Language features</u></p> <ul style="list-style-type: none"> select appropriate vocabulary which matches the required level of formality; use technical vocabulary to demonstrate factual knowledge; use specific names of people or places; use statistics to inform; use noun phrases, adverbs and prepositions to provide specific, factual detail. use pronouns to refer back to the subject; use noun phrases and a variety of determiners to avoid repetition. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which provides context and details feelings about the day/event; organise the main body chronologically; include only relevant/significant events and information; include a closing paragraph which reveals the writer's feeling, hopes/fears for the future; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> consistently use past tense although the present tense may be used for the opening and closing; use first person consistently throughout; include a range of conjunctions to aid cohesion; use a full range of adverbials in varied positions; use modal verbs to indicate degrees of possibility; use the subjunctive mood to indicate hopes and desires; use direct addresses such as question tags to draw the reader in; <p><u>Language features</u></p> <ul style="list-style-type: none"> select appropriate vocabulary which matches the required level of formality; use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings; use pronouns to refer back. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title which states the purpose; include a statement which outlines the end goal/aim; include an ingredients/resource/equipment list (may be bulleted); keep the sentences concise so the reader can follow the steps/method easily; use numbered or clearly logical steps to give clarity; end with a closing statement which may include warnings and/or top tips; include diagrams where appropriate; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use second person; use present tense; use adverbs to indicate time and place; use of preposition to provide specific detail; use imperative verbs to indicate importance; use conjunctions to illustrate the sequence; use causal conjunctions; use modal verbs to indicate degrees of possibility; <p><u>Language features</u></p> <ul style="list-style-type: none"> use determiners to aid precision; use technical/subject specific language; use noun phrases and pronouns to avoid repetition; select appropriate vocabulary which matches the required level of formality; use cautionary language for emphasis. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which introduces the person and why they are significant; organise paragraphs around key events chronologically in the person's life; Include a closing paragraph which outlines what the future may hold or why this person will be remembered; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use past tense; use third person; use adverbs to indicate time and place; use relative clauses to add further detail; use a range of conjunctions, in varied positions, to aid cohesion; use formal sentence structures to achieve impersonal tone; <p><u>Language features</u></p> <ul style="list-style-type: none"> use specific names of people or places; use noun phrases to avoid repetition; use pronouns to refer back to the subject; use emotive vocabulary to convey and provoke feelings about the person life; use passive and active voice; use subject-specific/context-linked vocabulary for authenticity; use formal language to achieve impersonal tone.

APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO PERSUADE

TO DISCUSS

<u>COURT ROOM - CLOSING ARGUMENT</u>	<u>TRAVEL BROCHURE</u>	<u>DISCUSSION</u>
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none">include an opening which summarises the issue;include a main body which includes logically organised paragraphs;provide example and evidence for each point made;include a conclusion which indicates opinion and directly appeals to the reader; <p><u>Grammatical features</u></p> <ul style="list-style-type: none">use past and present tense appropriately;use second person to address the reader (the jury);add a rhetorical question to cause the reader to consider the writer's view and to draw them in;use subordinating conjunctions to express cause and effect;use modal verbs to indicate necessity;use subjunctive mood to express wish/desire/hope; <p><u>Language features</u></p> <ul style="list-style-type: none">use precise emotive language to emphasise feelings;use technical vocabulary to convey knowledge and expertise;use the power of three for effect;use pronouns to avoid the repetition of proper nouns;use active and passive voice;use direct appeal to the reader;use cautionary language to warn/emphasise.	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none">include an opening sentence which outlines the desirability of the destination;use sub-headings/fact boxes to organise information;select information to appeal to audience;include images and slogans/taglines;include a conclusion which reiterates why the reader should visit; <p><u>Grammatical features</u></p> <ul style="list-style-type: none">use present tense;use of 2nd person pronoun 'you' to address the reader;use a rhetorical question to draw the reader in;use modal verbs to emphasise importance (should, must, ought);use imperatives to indicate importance; <p><u>Language features</u></p> <ul style="list-style-type: none">maintain an appropriately informal style to connect with the reader;use subject specific vocabulary to convey knowledge/expertise;use expanded noun phrases to add detail;use repetition to emphasise desirability;use the power of three to describe.	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none">include a clear title which states the discussion topic (often a question);include an opening paragraph which summarises the discussion;use paragraphs to outline arguments for and against;Use examples and evidence to support each point including some use of statistics;include a conclusion which outlines the writer's position; <p><u>Grammatical features</u></p> <ul style="list-style-type: none">use third person consistently;use mainly present tense;use subordinating conjunctions to aid cohesion and express cause and effect;use adverbials to link ideas/opinion; <p><u>Language features</u></p> <ul style="list-style-type: none">use emotive language to emphasise points;use technical vocabulary to convey knowledge and expertise;use pronouns to avoid the repetition of proper nouns;select appropriate vocabulary which matches the required level of formality;use passive and active voice;use language of possibility and probability to speculate.