

## Key Learning in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>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></li> <li>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>Identify and use <b>colons</b> to introduce a list.</li> <li>Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i></li> <li>Punctuate <b>bullet points</b> consistently</li> <li>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request.</li> <li>Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></li> </ul>	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying audience and purpose.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Selecting the appropriate language and structures.</li> <li>Drawing on similar writing models, reading and research.</li> <li>Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p>Draft and write by:</p> <p><u>Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</u></p> <ul style="list-style-type: none"> <li>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></li> <li>Using devices to build cohesion.</li> <li>Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> <li>Combining text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> <li><u>Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.</u></li> <li>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></li> </ul>	<p>(see also the Lancashire Supporting Spelling document for further detail and advice)</p> <p>As above and:</p> <ul style="list-style-type: none"> <li>Be secure with all spelling rules previously taught.</li> <li>Write increasingly confidently, accurately and fluently, spelling with automaticity.</li> <li>Use a number of different strategies interactively in order to spell correctly.</li> <li><u>Develop self-checking and proof-checking strategies.</u></li> <li>Use independent spelling strategies for spelling unfamiliar words.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Write with increasing speed.</li> <li>Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>).</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i></li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>▪ Proofreading for grammatical, spelling and punctuation errors.</li> </ul> <p>Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none"> <li>▪ Intonation and volume.</li> <li>▪ Gesture and movement.</li> <li>▪ Audience engagement.</li> </ul>		
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