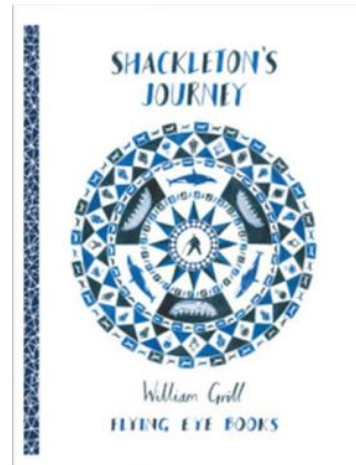


# English Writing Year 6 Spring 1



Vocabulary to explore within this unit:

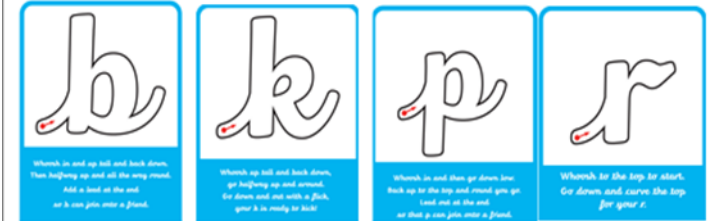
NC Word List – Years 5 and 6		Developing Vocabulary	
aggressive	immediate	abundant	bow
awkward	marvellous	endurance	civilisation
correspond	opportunity	gallant	crevasse
disastrous	physical	hostile	floe
environment	privilege	isolation	growlers
especially	profession	mercy	hummocks
excellent	temperature	morale	navigation
frequently		perilous	pack ice
hindrance		pressure	polar
		remorseless	vessel



## Letter Formation

The one-armed robot family k, b, p, r

Revise spelling patterns from the one armed robot family n m h



## Outcome: Recount – Journal entry

### Writing outcome:

To write an entry for Shackleton's journal giving a narrative account of a significant event.

### Greater depth writing outcome:

To write a journal from another crew member's perspective and give details about Shackleton's leadership.

Recount – Journal entry writing includes:

- Select the appropriate style to engage the audience
- Engage reader through use of detail, description, feelings and opinions
- Use thematic language specific to the subject
- Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation
- Use verb tenses consistently and correctly

## Non Negotiables in Year 6 Writing Spring 1

- Capital letters for **the start of every** sentence and **proper nouns**
- The **correct punctuation** mark at the end of a sentence . ? !
- Accurate use of **apostrophes** for contracted forms and apostrophes for possession with singular/plural nouns
- **Commas** after fronted adverbials, **commas** in a list, **commas** to clarify meaning or avoid ambiguity.
- Use of **inverted commas** and other speech punctuation
- Use brackets, dashes or commas to indicate parenthesis (Y5)
- Use expanded noun phrases to convey complicated information concisely
- Select appropriate grammar and vocabulary
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

## **Grammar and Punctuation Knowledge**

**Distinguish between the language of speech and writing**

**Recognise vocabulary and structures for formal speech and writing, including subjunctive forms**

### **What is formal and informal language?**

The level of formality needed in speech and writing depends on the purpose and audience for writing

### **Formal language**

Formal language is used in official or formal situations. This includes the use of Standard English and formal vocabulary choices, and may also include the passive voice or the subjunctive form of verbs. Words are written in full (rather than using contractions) and the text is usually written in the third person.

Formal language should be used in the following speech or writing:

- any official letters to schools, employers or someone important
- a presentation of information in a meeting or for school
- in most school work
- usually, when writing to someone you do not know personally
- in published books

### **Informal language**

Informal language is used in situations where you are more familiar with the person you are communicating with, for example a friend or family member. More informal language choices could include the use of contracted words, question tags, less formal vocabulary choices, non-Standard English, exclamation marks to emphasise a point and the use of colloquialisms (words or phrases that are used in everyday conversations such as 'the kids' or 'we are heading to town').

Informal language is often used in the following speech or writing:

- speaking with friends, family and other people we know well.
- writing dialogue in narratives
- taking notes
- letters, postcards or emails sent to people we know
- text messages
- 

### **How can we use vocabulary in formal or informal speech and writing?**

The words chosen can indicate the level of formality in speech and writing. Knowledge of synonyms can support pupils to make the appropriate vocabulary choices.

Formal vocabulary Informal vocabulary

*discover find out*

*request ask*

*enter go in*

### **What is the subjunctive form?**

The subjunctive form is used in very formal speech and writing. It can be used to suggest or demand, or indicate something that is desired, especially something that is important or urgent.

*It is important that he attend.* (Rather than: It is important that he attends.)

The subjunctive form can also be used to show hypothetical situations or wishes.

*If she were rich, she would buy a zoo.*

*I wish I were a bird so I could fly above the clouds.*

### How is the subjunctive formed?

Sentences that use the subjunctive form to suggest or demand follow the same structure.

**noun/pronoun verb that noun/pronoun infinitive verb (root word)** additional information to end the sentence

Mrs Drake asks that the class attend promptly

The sergeant commanded that he listen carefully

These infinitive verbs are often used when using the subjunctive form: suggest, attend, insist, propose, command, ask, recommend, demand, request, propose, advise, urge, order, be.

When showing desires and wishes, sentences in the subjunctive form begin:

*'I wish I were...' or 'If I were...'*

The pronoun can be changed, for example:

*'If she were...' or 'They wish they were...'*

### Use semi-colons to mark boundaries between independent clauses

#### What is an independent clause?

An independent clause (also known as a main clause) is a clause that makes sense on its own as a sentence. Independent clauses can be joined using co-ordinating conjunctions, semi-colons, colons or dashes.

#### How are semi-colons used to mark independent clauses?

Semi-colons are used to join two independent clauses that are linked and of equal importance. They can often be used instead of a co-ordinating conjunction.

### Use passive verbs

#### What are active and passive verbs?

Passive verbs are used when the object and verb (or action) is emphasised in a sentence over the subject. The subject is not performing the verb in the passive voice, but is rather being acted upon by it.

When the **subject** is emphasised, this is the **active** voice.

#### Active and passive verb examples

Active: The school arranged a visit.

Passive: A visit was arranged by the school.

Active: The fans adored The Beatles.

Passive: The Beatles were adored by fans.

Active: The angry wasp chased Claire.

Passive: Claire was chased by the angry wasp.