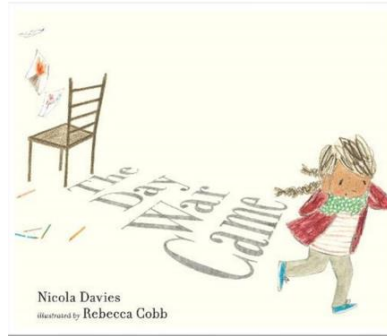


# English Writing Year 6 Spring 2



Vocabulary to explore within this unit:

NC Word List – Years 5 and 6		Developing Vocabulary	
accompany	familiar	acceptance	ragged
appreciate	foreign	apprehension	refugee
committee	identity	approval	shambling
communicate	individual	benevolence	situation
community	necessary	displaced	solidarity
conscience	neighbour	empowering	spattering
curiosity	persuade	flee	unaccompanied
desperate	prejudice	optimism	wailing
determined	recognise	possession	
disastrous	vehicle		



Additional texts:  
*Leaf* by Sandra Dieckmann  
*Illegal* by Eoin Colfer and Andrew Donkin (Not essential)

## Outcome: Recount – Persuasive letter

### Writing outcome:

To write a letter to raise awareness of the plight of refugees.

### Greater depth writing outcome:

To choose the form and the audience for a piece of writing about refugees.

### Additional writing opportunity:

To write a diary in role as a child in the story.

## Non Negotiables in Year 6 Writing Spring 2

- 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)
- Distinguish between the language of speech and writing
- Use Y5 standard punctuation correctly
- Use semi-colons to mark boundaries between independent clauses

## Recount – Persuasive letter writing includes:

- Persuasion/recount letter hybrid:
- Select the appropriate style to engage the audience and directly appeal to the reader
- Use direct and reported speech to express a range of viewpoints
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Support points using persuasive examples and provide evidence
- Create authority through some use of a formal style where appropriate (e.g. in role as expert)