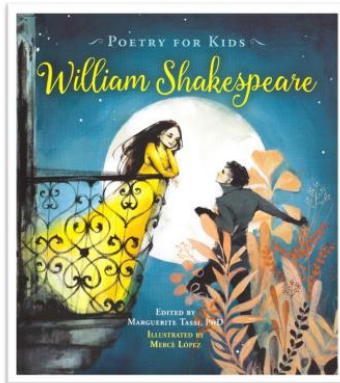# English Writing Year 6 Summer 2

Outcome: Fiction – Sonnet

Writing outcome:
To write a sonnet as a goodbye to a teacher, a friend or the primary school itself.

Greater depth writing outcome:
To write a sonnet as the primary school, saying goodbye to yet another group of children.

Ideally, this will be performed, along with other writing in this unit, as part of a Y6 leavers' service. This will help pupils to ascertain the audience and purpose and, therefore, the register required.

NC Word List – Years 5 and 6			Developing Vocabulary	
appreciate	identity	mischievous	aristocrat	patron
attached	language	opportunity	court/ier	playwright
available	leisure	profession	dowry	puritan
bruise	lightning	recommend	flocked	quarters
curiosity	marvellous	sentence	founded	thatched
definite	medicine	suggest	manuscript	turbulent
grammar	mention	twelfth	monarch	

Shakespearian verbs

thou, thee, thy, thine, thyself – you	thou canst/ mayst – you can/ may
thou art, beest, wast, wert – you are/ were	thou shalt, thou's – you shall
thou hast, hadst – you have, had	thou shouldst – you should
he hath – he has	thou wilt – you will
thou dost, didst, didest; he doth – you do, did; he does	thou wouldst – you would
	woo't – would you

Also, be aware of Shakespearian pronunciation: many words appear with an apostrophe. They are ways of showing the speed and rhythm of everyday speech.
e.g. e'en – even, gi' – give, ne'er – never, o'er – over, ta'en – taken, wi' – wit

Letter Formation

The zigzag monster family

Non Negotiables in Year 6 Writing Summer 2

- Use expanded noun phrases to convey complicated information concisely
- Select appropriate grammar and vocabulary
- Use a wide range of devices to build cohesion

Fiction (Sonnet) Writing Includes:

- Use language and consider pronunciation in-keeping with Shakespearian times
- Choose language and imagery carefully to influence the reader's opinion of a character, place or situation
- Celebrate the main subject
- Punctuate text as sentences, not necessarily at the end of lines
- Write fourteen lines with one topic in mind but split over four parts
- Build in a rhyming pattern of ABAB / CDCD / EFEF / GG
- Use ten syllables per line to lend a flowing quality

Grammar and Punctuation Knowledge

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.

What is a subjunctive verb?

The subjunctive verb form can be used to show that we don't think the situation is really possible.

All verbs except the past of 'be', you use the same as the infinitive (basic) form

be (past)	be (present)	all other verbs (past and present)
I **were**	I **be**	I **work**
you **were**	you **be**	you **work**
he, she, it **were**	he, she, it **be**	he, she, it **work**
we **were**	we **be**	we **work**
you **were**	you **be**	you **work**
they **were**	they **be**	they **work**

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…'

Using the subjunctive mood

Subjunctive Mood	Normal Verb Use
If I **were** the boss, I'd leave.	If I **was** the boss, I'd leave
If I **were** to be rude.	If I **was** going to be rude.
If that **were** the case, I would go.	If that **was** the case, I would go.

Formal and Informal Word Mat

Informal	Formal	Informal	Formal
and	in addition	go up	increase
anyways	nevertheless	have to	must
ask for	request	home	residence
better	improved	in charge of	responsible
boss	employer	job	occupation
buy	purchase	keep	retain
carry on	continue	look at	regard
chance	opportunity	look for	seek
choose	select	look into	investigate
describe	depict	lots of	numerous
enough	sufficient	make out	discern
get	obtain	maybe	perhaps
get rid of	dispose of	next	subsequently
give	provide	not fair	injustice
give back	return	put off	postpone
give up	withdraw	right now	immediately
go ahead	continue	so	therefore
go down	decrease	think about	consider
good for	beneficial	try out	test

Identify the audience for and purpose of writing

AUDIENCE
The WHO

When we think about audience we need to ask ourselves:

Who is this text being written for?

- For children
- For parents
- For teachers
- For customers
- For a family member
- For the community
- For a friend
- For students
- For adults
- For a specific person
- Someone else

PURPOSE
The WHY

When we think about purpose we need to ask ourselves:

Why is this text being written?

- To explain
- To remind
- To share
- To persuade
- To message
- To instruct
- To advertise
- To capture
- To entertain
- To inform
- Another purpose

Choose the appropriate register

LANGUAGE CHOICES
The HOW

When we think about language we need to ask ourselves:

What choices will I need to make so it suits the text type, audience and purpose?

- Formal and respectful
- Informal and friendly
- Colloquial language
- Language of sequence and order
- Descriptive Adjectives
- Vivid verbs
- Poetic
- Technical language
- Informative
- Emotive
- Topic-based language
- Other

PERSONAL VOICE
This can be described as the writer's **STYLE**

When we want to write using our personal voice or style in fictional or creative writing we can remember these ideas:

- Write so the reader feels the emotion.
- Write honestly and from the heart.
- Write to connect with the reader.
- Include cultural references and language if it suits.
- Play with words - make up words.
- Be unique - be creative - be imaginative - be original.
- Experiment with structure.

Use semi-colons, colons or dashes 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.