

| Writing Transcription  | Writing Composition   |
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| <ul style="list-style-type: none"> <li>• Spelling (see English Appendix 1)</li> <li>• Pupils should be taught to:</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• draft and write by:</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others’ writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul> |
| Handwriting  | Vocabulary, Punctuation and Grammar   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• indicate grammatical and other features by:</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> |
| <p><b>Spoken Language</b></p>  |  |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> |  |
| <p><b>Appendix 1: Spelling</b> See separate document.</p>  | <p><b>Appendix 2: Vocabulary, Punctuation and Grammar</b></p>  |
| <p>Text Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>   |  |

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Terminology for pupils subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

| Week/Focus  | Day  | Learning Intention   |
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| <p><b>Week 1</b></p> <p>Focus: Fiction (Narrative-setting description)</p> <p><u>Assessment focus targets:</u></p> <ul style="list-style-type: none"> <li>In narratives, I can describe settings</li> <li>I can confidently use a variety of sentence structures</li> <li>I can use a range of devices to build cohesion within and across sentences and paragraphs                             <ul style="list-style-type: none"> <li>*conjunctions</li> <li>*adverbials of time / place</li> <li>*pronouns</li> <li>*synonyms</li> </ul> </li> <li>Semicolons to mark boundaries between independent clauses</li> </ul> | <p><b>Hold a sentence</b> (for each day of week)</p> | <p><b>Standing awkwardly in the ancient cemetery</b>, the soldier gazed upon a <u>symbol</u> of his sacrifice.</p>   |
|   | 1  | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Discussion of WAGOLL (pick out key features in 10minute task), share relevant section of story/ a WAGOLL- learn and orally retell relevant section of story (with the guidance of a pre-prepared story map)</p> <p>Writing outcome: one or two descriptive sentences using hold a sentence focus</p> |
|   | 2  | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.</p>  |
|   | 3  | <p>To know how to write effective sentences for a setting description</p> <p><u>Slow writing a cohesive paragraph-</u> synonyms, figurative language, subordinate clauses, fronted adverbials.</p>   |
|   | 4  | <p>To know how to write effective sentences for a setting description</p> <p><u>Slow writing a cohesive paragraph-</u> synonyms, figurative language, relative clauses, semicolons to mark boundaries between independent clauses</p>  |
|   | Spelling and Handwriting                             |  |
|   |  |  |
| <p><b>Week 2</b></p> <p>Focus: Fiction (Narrative-setting description)</p> <p><u>Assessment focus targets:</u></p> <ul style="list-style-type: none"> <li>In narratives, I can describe settings</li> <li>I can confidently use a variety of sentence structures</li> <li>I can use a range of devices to build cohesion within and across sentences and paragraphs                             <ul style="list-style-type: none"> <li>*conjunctions</li> <li>*adverbials of time / place</li> </ul> </li> </ul>  | <p><b>Hold a sentence</b> (for each day of week)</p> | <p>We decided to <u>interrupt</u> the explanation, <b>which was correct and sufficient</b>, as we were ready to move onto the next word in the <u>dictionary</u>.</p>  |
|   | 1  | <p>To know how to write for a specific purpose</p> <p><u>First Independent Write:</u> Write setting description using sentences for each paragraph that have been gathered over preceding lessons.</p>   |
|   | 2  | <p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>   |
|   | 3  | <p><b>Responsive lesson-</b> children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p>  |

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| <p>*pronouns<br/>*synonyms</p> <ul style="list-style-type: none"> <li>Semicolons to mark boundaries between independent clauses</li> </ul>   | 4  | <p>To know how to apply my writing skills</p> <p><u>Second Independent Write:</u> Children will write another setting description (using a different stimulus) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)</p> |
|  | Spelling and Handwriting                             |  |
|  |  |  |
| <p><b>Week 3</b></p> <p>Focus: Fiction (Narrative)</p> <p><u>Assessment focus targets:</u></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>confidently use a variety of sentence structures</li> <li>use a range of devices to build cohesion within and across sentences and paragraphs</li> </ul> <p>*conjunctions<br/>*adverbials of time / place<br/>*pronouns<br/>*synonyms</p> | <p><b>Hold a sentence</b> (for each day of week)</p> | <p>The <u>restaurant</u> owner, <b>who was trying his best to accommodate his customer</b>, recommended a <u>variety of vegetable</u> dishes.</p> <p><b>“These are some of our <u>signature</u> dishes,” stated the restaurant owner.</b></p>  |
|  | 1  | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn and orally retell relevant section of story.</p>                  |
|  | 2  | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.</p>  |
|  | 3  | <p>To know how to write effective sentences for a narrative (paragraph 1)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the assessment focus targets (the lesson will focus on gathering approximately 3-6 sentences)</p>                        |
|  | 4  | <p>To know how to write effective sentences for a narrative (paragraph 2)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the assessment focus targets (the lesson will focus on gathering approximately 3-6 sentences)</p>                        |
|  | Spelling and Handwriting                             |  |
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| <p><b>Week 4</b></p> <p>Focus: Fiction (Narrative)</p> <p><u>Assessment focus targets:</u></p>   | <p><b>Hold a sentence</b> (for each day of week)</p> | <p>When they found out about the <u>bargain</u>, members of the <u>community- who were loyal customers-</u> flocked to the <u>convenience</u> store.</p>   |
|  | 1  | <p>To know how to use dialogue effectively</p>   |

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| <ul style="list-style-type: none"> <li>control levels of formality</li> <li>distinguish between language of speech and writing and choose the appropriate register</li> <li>contracted forms in dialogues in narratives</li> <li>dialogue in narratives to convey character and advance the action</li> <li>apostrophes for omission and contraction</li> <li>semicolons, colons, dashes to mark boundaries between independent clauses</li> </ul>  |  | writing dialogue that will be used in the narrative with a focus on punctuation, formality shifts and moving the story on  |
|   | 2  | To know how to write effective sentences for a narrative (paragraph 3/4)<br><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the assessment focus targets (the lesson will focus on gathering approximately 3-6 sentences)                         |
|   | 3  | To know how to write effective sentences for a narrative (paragraph 5)<br><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the assessment focus targets (the lesson will focus on gathering approximately 3-6 sentences)                           |
|   | 4  | To know how to write for a specific purpose<br><u>First Independent Write:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.  |
|   | Spelling and Handwriting                             |  |
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| <p><b>Week 5</b></p> <p>Focus: Fiction (Narrative)</p> <p><u>Assessment focus targets:</u></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>confidently use a variety of sentence structures</li> <li>use a range of devices to build cohesion within and across sentences and paragraphs</li> </ul> <p>*conjunctions</p> <p>*adverbials of time / place</p> <p>*pronouns</p> <p>*synonyms</p> <ul style="list-style-type: none"> <li>control levels of formality</li> <li>distinguish between language of speech and writing and</li> </ul> | <p><b>Hold a sentence</b> (for each day of week)</p> | <p>After the football match (<b>which was <u>aggressive and riddled with controversy</u></b>) had ended, the man went to the <u>convenience</u> store and purchased milk, bread and an apple.</p>  |
|   | 1  | To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)  |
|   | 2  | <b>Responsive lesson-</b> children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.                         |
|   | 3  | To know how to apply my writing skills<br><br><u>Second Independent Write:</u> Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write) |
|   | 4  | To know how to orally rehearse writing<br><br><u>Oral Rehearsal:</u> Discussion of WAGOLL (pick out key features in 10minute task), orally rehearse a poem/part of a poem (using outline/visual prompt provided by teacher)  |

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| <p>choose the appropriate register</p> <ul style="list-style-type: none"> <li>contracted forms in dialogues in narratives</li> <li>dialogue in narratives to convey character and advance the action</li> <li>apostrophes for omission and contraction</li> <li>semicolons, colons, dashes to mark boundaries between independent clauses</li> </ul> |  | <p><i>(see 'Thinkers Rap' planning from JD for potential guide)</i></p> <p>Study WAGOLL poem, identify key parts. Orally retell/perform poem.</p>   |
|  | Spelling and Handwriting                             |   |
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| <p><b>Week 6</b></p> <p>Focus: poetry</p> <p>Assessment focus targets:</p> <ul style="list-style-type: none"> <li>modal verbs to suggest degrees on possibility</li> <li>apostrophes for omission/contraction</li> <li>synonyms</li> </ul>   | <p><b>Hold a sentence</b> (for each day of week)</p> | <p>The <u>committee</u> continued to <u>criticise</u> and <u>embarrass</u> the man (<b>who was very upset</b>) because of his <u>pronunciation</u> of the word; the man was often made to feel uncomfortable.</p>                                   |
|  | 1  | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared visual prompts, re-write relevant section of WAGOLL.</p>  |
|  | 2  | <p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the KPIs (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal)</p> |
|  | 3  | <p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the KPIs (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal)</p> |
|  | 4  | <p>To know how to write for a specific purpose</p> <p><u>Independent write:</u> Write poem using sentences for each verse that have been gathered over preceding lessons.</p>   |
|  | Spelling and Handwriting                             |   |