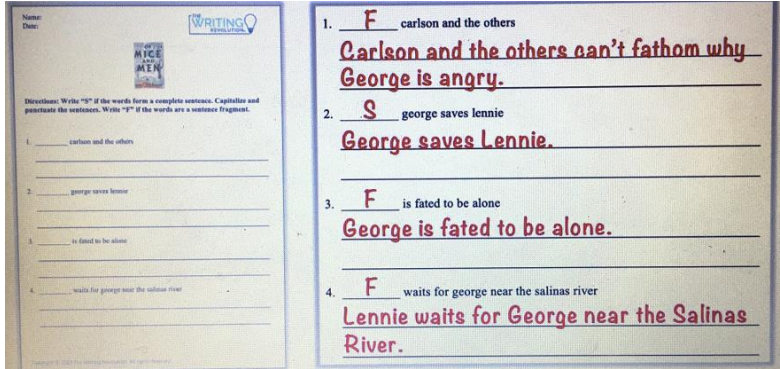


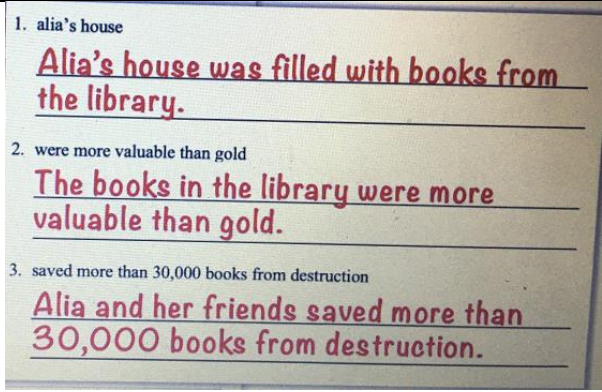


Writing Transcription	Writing Composition
<ul style="list-style-type: none"> <li>• Spelling (see English Appendix 1)</li> <li>• Pupils should be taught to:</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, 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>

	<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>	

## Year 6 Writing MTP

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

Week/Focus	Day	Learning Intention
<p><b>Week 1</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                             <ul style="list-style-type: none"> <li>*conjunctions</li> <li>*adverbials of time / place</li> <li>*pronouns</li> <li>*synonyms</li> </ul> </li> <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>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p><b>Standing <u>awkwardly</u> in the <u>ancient cemetery</u>, the <u>soldier</u> gazed upon a <u>symbol</u> of his sacrifice.</b></p>
	<p>1</p>	<p>To know how to orally rehearse writing <b>Oral Rehearsal:</b> 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. Discussion of writer techniques.</p>
	<p>2</p>	<p>To know how to orally rehearse writing <b>Oral Rehearsal:</b> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL. Discussion of writer techniques.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb/subject-verb-object).</p> <p>A <b>fragment</b> is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p><b>Ideas:</b></p>  <p>1. <u>F</u> carlson and the others <b>Carlson and the others can't fathom why George is angry.</b></p> <p>2. <u>S</u> george saves lennie <b>George saves Lennie.</b></p> <p>3. <u>F</u> is fated to be alone <b>George is fated to be alone.</b></p> <p>4. <u>F</u> waits for george near the salinas river <b>Lennie waits for George near the Salinas River.</b></p>

		
3		<p><b>To know how to write effective sentences for a narrative that uses adverbials of time and place to build cohesion</b> (slow writing a cohesive paragraph- paragraph 1)</p> <p><u>Title: Teacher to provide title that relates to part of story –</u>  <u>Oral rehearsal and writing of sentences that use adverbials of time and place (vary position within sentences, fronted adverbials, prepositional phrases)</u></p>
4		<p><b>To know how to write effective sentences for a narrative that uses dialogue to convey character and advance the action (paragraph 2)</b></p> <p><u>Title: Teacher to provide title that relates to part of story- Oral rehearsal and writing of sentences that use dialogue (apostrophes for contraction/omission)</u></p> <div data-bbox="735 1198 1402 1541">  <p><b>Thought Tracking</b>          With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.</p> <p>You could also try <b>Passing Thoughts</b> where children pass by a character and speak their thoughts about the character.</p> </div> <div data-bbox="735 1563 1402 1749">  <p><b>Back-to-back mobile phone</b>          In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div>
	Spelling and Handwriting	

Year 6 Writing MTP		
<b>Week 2</b>	<b>Hold a sentence</b>	
Focus: Fiction (Narrative-setting description)	(for each day of week)	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> .
<u>Assessment focus targets:</u> <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                             <ul style="list-style-type: none"> <li>*conjunctions</li> <li>*adverbials of time / place</li> <li>*pronouns</li> <li>*synonyms</li> </ul> </li> <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>	1	<b>To know how to write effective sentences for a narrative that use conjunctions to aid cohesion (paragraph 3)</b> <u>Title: Teacher to provide title that relates to part of story -</u> Oral rehearsal and writing of sentences that use subordinating and coordinating conjunctions. -Vary the position of subordinate clauses within sentences. -Use coordinating conjunctions to separate two main clauses: ***Identify the subject, verb and object in the two clauses ***Identify a pronoun to replace a noun as the repeated subject in the second main clause when a coordinating conjunction is used ***Identify a pronoun to replace a noun as the repeated object in the second main clause when a coordinating conjunction is used.
	2	<b>To know how to write effective sentences for a narrative that use semicolons and colons to mark boundaries between independent clauses (paragraph 4)</b> <u>Title: Teacher to provide title that relates to part of story -</u> Oral rehearsal and writing of sentences that use semicolons and to mark boundaries between independent clauses (children to understand when a semicolon should be used and when a colon should be used). ***Identify the subject, verb and object in the two main clauses. ***Identify a pronoun to replace a noun as the repeated subject in the second main clause. ***Identify a pronoun to replace a noun as the repeated object in the second main clause.
	3	<b>To know how to write effective sentences for a narrative that uses a range of sentence structures (paragraph 5)</b> <u>Title: Teacher to provide title that relates to part of story -</u> Oral rehearsal and writing of sentences that use relative clauses, parenthesis and simple sentences for effect ( <i>speeding up/slowing down</i> )
	4	To know how to write for a specific purpose (collation write)

Year 6 Writing MTP

		<u>Teacher to provide title for story:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.
	Spelling and Handwriting	

Year 6 Writing MTP		
<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                             <ul style="list-style-type: none"> <li>*conjunctions</li> <li>*adverbials of time / place</li> <li>*pronouns</li> <li>*synonyms</li> </ul> </li> <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> </ul> <p>semicolons, colons, dashes to mark boundaries between independent clauses</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>The <u>restaurant</u> owner, who was trying his best to <u>accommodate</u> his customer, recommended a <u>variety</u> of <u>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 apply my writing skills</p> <p><b>First Independent Write:</b> 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). Discussion of writer techniques.</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>
	4	<p>To know how to plan my writing</p> <p><b>Planning:</b> Children will plan another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	Spelling and Handwriting	



Year 6 Writing MTP		
<p><b>Week 4</b></p> <p>Focus: Fiction (Narrative)/ Non-fiction writing linked to wider curriculum topic/assessment task</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                             <ul style="list-style-type: none"> <li>*conjunctions</li> <li>*adverbials of time / place</li> <li>*pronouns</li> <li>*synonyms</li> </ul> </li> <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>	<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 store</u>.</p>
	1	<p>To know how to orally rehearse my writing</p> <p><u>Oral Rehearsal:</u> Children will orally rehearse key parts for their story, focusing on practising specific writing techniques/sentence structures. E.g., children will practise a sentence that they will write that uses a subordinate clause to open a sentence, saying/signing the necessary punctuation.</p>
	2	<p>To know how to apply my writing skills</p> <p><u>Second Independent Write:</u> Children will write another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	3	<p>To know how to read my writing aloud using appropriate intonation and controlling the tone and volume.</p>
	4	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***In at least one paragraph, recap using a colon to introduce a list, commas to separate items in a list and semi-colons to separate items in a more complex list.</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	Spelling and Handwriting	
Year 6 Writing MTP		

<p><b><u>Week 5</u></b></p> <p>Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>After the football match (<b>which was <u>aggressive</u> and riddled with <u>controversy</u></b>) had ended, the man went to the <u>convenience</u> store and purchased milk, bread and an apple.</p>
	<p>1</p>	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***In at least one paragraph, recap using a colon to introduce a list, commas to separate items in a list and semi-colons to separate items in a more complex list.</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	<p>2</p>	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***In at least one paragraph, recap using a colon to introduce a list, commas to separate items in a list and semi-colons to separate items in a more complex list.</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>

	3	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***In at least one paragraph, recap using a colon to introduce a list, commas to separate items in a list and semi-colons to separate items in a more complex list.</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	4	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***In at least one paragraph, recap using a colon to introduce a list, commas to separate items in a list and semi-colons to separate items in a more complex list.</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	Spelling and Handwriting	

Year 6 Writing MTP		
<p><b>Week 6</b></p> <p>Focus: poetry</p> <p><u>Assessment focus targets:</u></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> Discussion of WAGOLL, orally rehearse a poem/part of a poem (using outline/visual prompt provided by teacher)</p> <p>(see 'Thinkers Rap' planning from JD for potential guide)</p> <p>Study WAGOLL poem, identify key parts. Orally retell/perform poem.</p> <p>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 (teacher to provide a title linked to 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 (teacher to provide a title linked to 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 (teacher to provide title for poem)</u>- Write poem using sentences for each verse that have been gathered over preceding lessons.</p>
	Spelling and Handwriting	