Year 6 Writing Curriculum

Skills To Be Taught In Each Unit			
Composition			**Power Statements**
Plan writing: -Identify audience and purpose, selecting appropriate form and use other similar writing as a model Note and develop initial ideas, drawing on reading and research where necessary -in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened, seen and performed	**Drafting and writing** - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning -use a wide range of devices to build cohesion within and across paragraphs -Precis longer paragraphs -In narratives describe settings, characters, and atmosphere and integrate dialogue to convey character and advance the action -Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	**Evaluating and editing** -proof read for spelling, grammar and punctuation errors -Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately and that there is correct subject and verb agreement when using singular and plural -Evaluate and edit, assessing the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meqning -Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	**Write legibly, fluently and with increased speed** **Spell over 80% of the words on the Y5/6 word list** **Use a dictionary to check the spelling and meaning of words** **Spell accurately most of the time, including more complex words** **Use all of the key words to explain the grammar in their writing (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points)**

Grammar To Be Taught In Each Unit			
Word	**Sentence**	**Text**	**Punctuation**
W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little].	S1 Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)) S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, S3 or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech	T1 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], T2 and ellipsis T3 Layout devices (for example headings, sub-headings, columns, billets or tables to structure text)	P1 Use of the semi-colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up) P2 Use of the colon to introduce a list and us P3 Punctuation of bullet points to list informa P4 How hyphens can be used to avoid ambi recover versus re-cover)

Spellings	Terminology For Children To Use		Handwriting
Continue to distinguish between homophones and other words which are often confused Use the first three or four letters of a word to check spelling meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus Use prefixes and suffixes and understand the guidance for adding them Spell words with silent letters Use knowledge of morphology and etymology in spelling, understanding that the spelling of some words needs to be learnt specifically	**Year 5** modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	**Year 6** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	Write **legibly, fluently** with increasing **speed by;** Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for the task