

Key Learning in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>. Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>. Use ellipses to link ideas between paragraphs. Identify and use colons to introduce a list. Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. Punctuate bullet points consistently Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>. 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying audience and purpose. Choose appropriate text-form and type for all writing. Selecting the appropriate language and structures. Drawing on similar writing models, reading and research. Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>. <p>Draft and write by:</p> <p>Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <ul style="list-style-type: none"> Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i> Using devices to build cohesion. Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>. Combining text-types to create hybrid texts e.g. <i>persuasive speech</i>. Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences. Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence</i>. 	<p>(see also the Lancashire Supporting Spelling document for further detail and advice)</p> <p>As above and:</p> <ul style="list-style-type: none"> Be secure with all spelling rules previously taught. Write increasingly confidently, accurately and fluently, spelling with automaticity. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies. Use independent spelling strategies for spelling unfamiliar words. 	<p>As above and:</p> <ul style="list-style-type: none"> Write with increasing speed. Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>).

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- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader*.
- Use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative*.

Evaluate and edit by:

- Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofreading for grammatical, spelling and punctuation errors.

Evaluate and improve performances of compositions focusing on:

- Intonation and volume.
- Gesture and movement.
- Audience engagement.