

Writing in Year 6

Text Types

- **To entertain:** Stories – The Girl and the Fox; classic literature,; Shakespeare; character descriptions; settings; Poetry - imagery
- **To inform:** Journalistic writing; autobiography and biography; reports (1960s); persuasive writing; debate/discussion

Text Features

- Use a range of tenses to indicate changes in timing, sequence etc.
- Use techniques to highlight key image/words

Grammar and Sentences

I understand word relationships (e.g. antonyms/synonyms)

I can use subordinating conjunctions in varied positions e.g. *Although they have a fierce reputation, the Vikings weren't bad at all. The Vikings, although they were fierce in battle, were not foolhardy.*

I can skilfully select words that enhance my writing.

I can use expanded noun phrases to enhance meaning, inform and describe in detail e.g. *The dramatic performance by the amateur group was...*

I can make my writing easy to follow by using adverbials across paragraphs e.g. *In addition, however, nevertheless, On the other hand, Consequently, Despite its flaws, In conclusion etc.* and to convey a sense of certainty, e.g. *Surely we can all agree...?*

I can use relative clauses to add detail or context, e.g. *Dominic threw the stone, which he'd hidden in his pocket, aggressively.*

I can use passive voice to maintain impersonal tone, e.g. *The film was made using CGI graphics.*

I can use modal verbs or adverbs to indicate degrees of possibility e.g. *It could be argued...Some might say...*

I can use imperative and modal verbs to convey urgency, e.g. *Buy it today! This product will transform your life.*

I can use colons to link related clauses, e.g. *England was a good country to invade: it had plenty of land.*

I can use short sentences for emphasis.

I can use the subjunctive form for formal structure, e.g. *If I were you, I would...*

I can confidently demonstrate shifts in formality.

Adverbials

Furthermore
In addition However
Silently Within moments
Consequently
-ing openers and -ed
openers

Conjunctions

If because whenever unless in order to
even if since whereas although unless
rather

Punctuation

I can use dashes to emphasise additional information, e.g. *The girl was distraught – she cried for hours.*

I can use a colon to introduce a list or section.

I can use hyphens to avoid confusion.

I can use commas to mark clauses.

I use brackets to indicate parenthesis e.g. *Mrs Hall (the headteacher) marched into the class* or to explain technical vocabulary.

I can begin to use semi colons to mark clauses e.g. *Some argue...; others say...* and to punctuate complex lists.

Spelling

I can spell the commonly misspelt words from the Year 5/6 word list.

I can distinguish between homophones and other words that are often confused (e.g. practice and practise)

I can spell words with silent letters, e.g. knight, psalm and solemn.

I understand the rules for adding prefixes and suffixes.

I can covert nouns or adjectives into verbs by adding a suffix, e.g. -ate, -ise, -ify.

I can form verbs with prefixes, e.g. dis, de, mis, over, re etc.

Composition

I plan my writing by identifying the audience and purpose – adopting the appropriate form.

I can write using a skilled range of sentence structures, interesting word choices and description.

I can use more developed organisational devices (e.g. headings, sub-headings, bullet points, underlining)

I can explain why changes in vocabulary, grammar or punctuation change, enhance and clarify meaning.