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**
As above and: ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* ▪ Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.* ▪ Use **ellipsis** 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. *It is raining; I am fed up*. ▪ Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* ▪ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*. ▪ 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 broke the window in the greenhouse* versus *the window in the greenhouse was broken.*	As above and: Plan their writing by: ▪ 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. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.* Draft and write by: Selecting *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"* ▪ Using devices to build cohesion. ▪ Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* ▪ Combining text-types to create hybrid texts e.g. *persuasive speech.* ▪ 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. *repeated use of 'and' to convey tedium, one word sentence.*	(see also the Lancashire Supporting Spelling document for further detail and advice) As above and: ▪ 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.	As above and: ▪ Write with increasing speed. ▪ Choosing the writing implement that is best suited for a task (e.g. *quick notes, letters*).

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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.		

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