

## English Writing

### Year 6 Key Objectives

#### Transcription

#### Handwriting

- Write with increasing speed
- Choosing the writing implement that is best suited for a task (e.g. *quick notes, letters*).

#### Composition

Plan their writing by:

- Identifying audience and purpose
- Choose appropriate text-form and type for all writing across the curriculum
- 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*

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*.
- 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

### **Vocabulary, Grammar and Punctuation**

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*