



Writing and SPaG

Year 6

Year 6 - Writing

W	Assessed	Examples
	<u>Transcription</u>	
1	Learn and use further prefixes and suffixes	tion, ure
2	Use a range of spelling strategies Understand that the spelling of some words needs to be learnt specifically.	Spell words from the Year 6 word list Convert verbs into nouns
3	Continue to tell the difference between homophones and other words which are often confused	hear, here some, sum
4	Spell words with silent letters	knight, psalm,
5	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
6	Use a thesaurus	
	<u>Composition</u>	
7	Plan writing by: identifying the audience for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own	
8	Note and develop initial ideas, carrying out extra reading and research if needed	
9	In writing narratives, think about how authors have developed characters and settings in what they have read, listened to or seen performed	
10	Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing Ensure consistent and correct use of tense throughout	Incorrect Food between the teeth result in decay. The <i>girl play</i> computer games. <u>Correct</u> Food between the teeth <i>results</i> in decay. The <i>girl plays</i> computer games.
11	Describe settings, characters and atmosphere in narratives and add dialogue to reveal more about the character and move the story along	
12	Evaluate own and other peoples writing and give feedback	Use of grammar and punctuation for meaning and effect Consistent use of correct tense Subjects/verb agreement
13	Summarise longer passages	

14	Check own work for spelling and punctuation errors and edit accordingly	
15	Perform own written work using actions	Adopt, create and sustain a range of roles, responding to others in role (both verbally and non-verbally). Create own improvised, devised and scripted drama for each other and a range of audiences Rehearse, refine, share and respond thoughtfully to drama and theatre performances.
16	Use effectively and cover the following writing genres through the year; Narrative, Recount, Report, Persuasion, Discussion, Instruction, Explanation in a range of cross curricular contexts	
	Handwriting	
17	Write clearly and quickly, knowing when not to join letters	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).
18	Choose the most suitable writing tool for the task	

Year 6 - SPaG

S	Assessed	Examples
	<u>Word</u>	
1	Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg. said versus reported, alleged or claimed in formal speech or writing)	Informal - Formal find out – discover; ask for – request; go in – enter Use the subjunctive where appropriate in formal writing and speech eg. If I were to insist, it is essential that he be available.
2	Know how words are related by meaning as synonyms (similar meaning) and antonyms (opposite meaning)	Synonym: Big → large Antonym: Big → little
3	Convert words into nouns to convey precise information (was cancelled = cancelation)	
4	Use specific features to create impact on the reader: figurative language, metaphor, personification	Use rhetorical questions as a persuasive device
	<u>Sentence</u>	
5	Use the passive to affect the presentation of information in a sentence	Active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken.
6	Know the difference between informal speech and formal speech and writing such as the use of question tags, (They are not really questions but are a way of asking the other person to make a comment and so keep the conversation open.)	He's your friend, isn't he?, or the use of subjunctive forms such as: If <u>I were</u> to come or <u>Were they</u> to come in some very formal writing and speech)
	<u>Text</u>	
7	Link ideas across paragraphs using a wider range of ways: repetition of a word or phrase, sentence connectors Use different narrative structures and techniques according to the text type (horror, adventure etc)	the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis Opening hook, rhetorical questions, personal comments, varied conclusions
8	Use layout devices, such as headings, sub-headings, columns, bullets, or tables, to build the text	
	<u>Punctuation</u>	
9	Use the semi-colon , colon and dash to mark	It's raining; I'm fed up

	the boundary between independent clauses	
10	Use the colon to introduce a list	I will need: 2 apples, 3 oranges etc
11	Use bullet points to list information	
12	Know how hyphens can be used to avoid ambiguity	man eating shark → man-eating shark, recover → re-cover
	Language (add to the language from previous stages) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	