

## Year 6

### Composition

plan	Draft	evaluate	edit	perform & present
<p>Make detailed notes on an appropriate planning format, drawing on reading &amp; research where necessary.</p> <p>Independently identify the audience, purpose, form and style of writing and use as a model for their own writing.</p> <p>Consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p>Select appropriate grammar &amp; vocabulary to change &amp; enhance meaning.</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices.</p> <p>Use a range of organisational devices effectively to guide the reader.</p> <p>Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.</p> <p>Describe settings, characters &amp; atmosphere using well-chosen vocabulary, integrating dialogue effectively.</p>	<p>Re-read to check the meaning is clear and writing is well-structured.</p> <p>Assess effectiveness of writing and make improvements to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Ensure accurate spelling, punctuation and grammar.</p> <p>Ensure consistent and correct use of tense and correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.</p>

### Grammar

word	verbs	Sentence structure	paragraphs	text
<p>Use synonyms appropriately.</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Understand the difference between vocabulary typical of informal &amp; formal speech and writing (e.g. find out – discover; ask for – request; go in – enter).</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p>	<p>Understand the difference between structures appropriate for informal &amp; formal speech and writing (e.g. use of question tags: He's your friend isn't he?; or subjunctive forms: If I were or Were they to come, in formal writing &amp; speech).</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Vary position of main, subordinate and relative clauses within a sentence.</p> <p>Use the passive to affect the presentation of information in a sentence [e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech</p>	<p>Use layout devices – headings, subheadings, bullet points, colons, columns or tables to structure text.</p>	<p>Use devices to build cohesion within and across a paragraph e.g. synonyms, conjunctions, repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipses.</p> <p>Build more complex, multi-clause sentences to add detail and description, and make links across writing.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>

### Transcription – Punctuation

sentence demarcation	commas & other	inverted commas	apostrophes
<p>Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.).</p>	<p>Use hyphens to avoid ambiguity [e.g. man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use of a colon to introduce a list and semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Use commas correctly.</p> <p>Use ellipsis correctly.</p>	<p>Use dialogue to show character and advance the action.</p>	<p>Use apostrophes consistently &amp; accurately.</p>

### Transcription - Spelling

prefixes & suffixes	etymology & morphology
<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Words ending in –able and –ible.</p> <p>Use of a hyphen (e.g. co-ordinate, co-operate, re-enter, co-own)</p>	<p>Understanding the history of words and relationships between them can also help with spelling e.g.:</p> <ul style="list-style-type: none"> <li>Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.</li> <li>The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the –sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.</li> <li>Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as 'a' (App.1 Notes &amp; guidance)</li> <li>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</li> <li>Words with the /i:/ sound spelt ei after c (and exceptions).</li> <li>-ough letter string</li> <li>Letter string k, g, l, n</li> <li>Spell further homophones and other words that are often confused (e.g. farther, father; guest, guess; mourning, morning; advice, advise).</li> </ul>

### Transcription - Handwriting

<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task.</li> </ul> </li> <li>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</li> </ul>
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**WORD**

**End Point**

Know what a synonym is.	Know a range of words with similar meaning.	Make suitable choices from a range of words with similar meaning.	Use synonyms to express shades of meaning.	<b>Use synonyms appropriately.</b>
Know what noun phrases and expanded noun phrases are.	Create expanded noun phrases in different ways (using adjectives before/ after the noun, creating a 'list', use of prepositions etc).	Gather ideas to modify a noun and consider the best way to present these, including how a range of ideas can be given concisely.	Use a range of different and appropriate expanded noun phrases.	<b>Use expanded noun phrases to convey complicated information concisely.</b>
Know what formal and informal language are and when we might use them.	Select words for the appropriate register.	Know formal synonyms for informal words and expressions.	Use formal and informal vocabulary, idioms and expressions appropriately.	<b>Understand the difference between vocabulary typical of informal &amp; formal speech and writing (e.g. find out – discover; ask for – request; go in – enter).</b>
Know what pronouns and relative pronouns are and know a range of relative pronouns (e.g. which, who, whose, when). Know that a relative pronoun can take the place of a pronoun (in a relative clause).	Know what a relative clause is and how it can be used to expand the information given in a sentence. Know how to create an appropriate relative clause.	Know that a restricted relative clause <i>is not</i> separated by commas (the house that was haunted), whereas a non-restricted relative clause <i>is</i> separated by commas (the school, which was old, was still a popular choice).	Use relative clauses with or without the relative pronoun to vary sentences.	<b>Use relative clauses beginning with <u>who</u>, <u>which</u>, <u>where</u>, <u>when</u>, <u>whose</u>, <u>that</u> or with an implied (ie omitted) relative pronoun.</b>

## Totley All Saints Writing Strands Y6

### VERBS

End Point

Know what formal and informal language are and when we might use them.	Know that contraction, question tags, shorter sentence structures and colloquialisms are examples of informal speech.	Know that standard English, more complex sentence structures, limited use of personal pronouns are features of formal speech.	Know how to structure formal sentences for formal speech and writing, using subjunctive forms when appropriate.	<b>Understand the difference between structures appropriate for informal &amp; formal speech and writing (e.g. use of question tags: He's your friend isn't he?; or subjunctive forms: If I were or Were they to come, in formal writing &amp; speech).</b>
Know how to form different tenses.	Know that the auxiliary verb 'to have' and the past participle make the perfect forms.	Create the perfect form in different tenses correctly.	Know when to use the perfect form in different tenses as opposed to other verb forms.	<b>Use the perfect form of verbs to mark relationships of time and cause.</b>
Know what verbs and adverbs are and where they come in sentences.	Know that adverbs and modal verbs can show degrees of possibility.	Know a range of different modal verbs and adverbs (should, could, maybe, probably, definitely, etc).	Understanding shades of meaning that adverbs and modal verbs can convey and make word choices accordingly.	<b>Use modal verbs or adverbs to indicate degrees of possibility.</b>

### SENTENCE

End Point

Write sentences with an independent clause followed by subordination.	Place subordination at the start of a sentence and complete the sentence, correctly punctuated and completed with a main clause.	Use relative clauses to vary sentence structure.	Know that relative clauses come directly after the noun they are referring to and vary sentences by where they are placed within a sentence.	<b>Vary position of main, subordinate and relative clauses within a sentence.</b>
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## Totley All Saints Writing Strands Y6

Understand the difference between the subject and object of a sentence.	Know the difference between active and passive voice, and know that in the passive voice the order of the subject and verb changes to indicate that the subject is acted upon by someone or something.	Know that the passive voice uses the auxiliary verb 'to be' and the past participle (the ball was kicked).	Know that the passive voice <i>can</i> (but not always), use a prepositional phrase (e.g. by the headteacher).	<b>Use the passive to affect the presentation of information in a sentence [e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</b>
Know that the subjunctive form is used after an order, request or wish.	Know how to form the subjunctive verb (third person without the 's'), for formal writing.	Use the subjunctive form after 'if' (if I were you).	Know when to use the subjunctive form.	<b>Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</b>



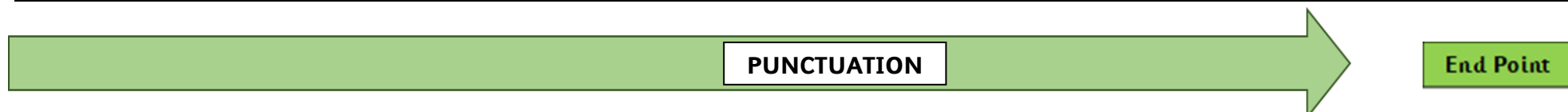
Know different layout devices and why they are used.	Identify layout devices in different writing forms and their purpose.	Use a range of layout devices.	Use layout devices appropriate to the form of writing.	<b>Use layout devices – headings, subheadings, bullet points, colons, columns or tables to structure text.</b>
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Understand what cohesion is and know different cohesive techniques.	Use connecting adverbs and adverbials to join sentences and paragraphs, and relative clauses to vary sentences and avoid repetition. Use appropriate tense choices to link ideas.	Use sentence follow-ons and last sentence clues to link sentences within a paragraph. Use sentence openers, topic sentences and devices within and across paragraphs.	Use a range of sentence and paragraph types and sizes (e.g. multiclaue sentences, one line paragraphs, etc).	<b>Use devices to build cohesion within and across a paragraph e.g. synonyms, conjunctions, repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipses.</b>
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## Totley All Saints Writing Strands Y6

Understand that a sentence needs an independent clause.	Create subordinate clauses, understanding that these are dependent upon an independent clause to be a complete thought/sentence.	Create multiclaue sentences.	Know when multiclaue sentences are useful in writing.	<b>Build more complex, multi-clause sentences to add detail and description, and make links across writing.</b>
Know how to create a range of tense and verb forms.	Understand which tense and form is appropriate for a piece of writing.	Use verbs consistently through their writing.	Change verb forms as appropriate within writing (e.g. narration to direct speech).	<b>Ensuring the consistent and correct use of tense throughout a piece of writing.</b>



Know what a clause and an independent clause are.	Know that an independent clause cannot be joined to another independent clause without the boundary being shown by punctuation.	Know that a semi-colon, colon and a dash (but never a comma) can be placed between independent clauses when the ideas are closely related.	Know when to use which punctuation; dashes to add an additional thought, colons to amplify/explain what came before it, semi-colons in the place of a coordinating conjunction.	<b>Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.).</b>
Know what a hyphen is and how to form one.	Identify words which contain a hyphen and know why it has been used.	Use hyphens to join two or more words when being used as an adjective before the noun it is describing.	Use hyphens to join words in a compound noun and to join some prefixes to words.	<b>Use hyphens to avoid ambiguity [e.g. man eating shark versus man-eating shark, or recover versus re-cover].</b>
Know what parenthesis is.	Know what brackets are and how they are used. Use brackets for parenthesis.	Know what commas are and how they are used. Use commas for parenthesis.	Know what dashes are and when they are used. Use dashes for parenthesis.	<b>Use brackets, dashes or commas to indicate parenthesis.</b>
Know what a colon and a semi-colon are and how the form them.	Know how to use a colon to introduce a list with commas to separate items in the list.	Know that semi-colons can be used to separate items in a list when items themselves already include a comma.	Know that semi-colons can be used at the end of the final point in a bullet point list.	<b>Use of a colon to introduce a list and semi-colons within lists.</b>
Know what a bullet point is and how to form one.	Know that bullet points can be used for a list.	Know that before a bullet point list an introductory sentence needs to be included with a colon at the end.	Use semi-colons at the end of each bullet point and a full stop for the final point	<b>Use bullet points to list information.</b>

## Totley All Saints Writing Strands Y6

Know what dialogue is and identify examples.	Understand and use the rules for punctuating dialogue.	Understand the need to avoid lengthy dialogue that does not develop character or plot.	Use dialogue to reveal aspects of character or action.	<b>Use dialogue to show character and advance the action.</b>
Know what contraction and is and when to use apostrophes to mark contraction and omission.	Know how to use the singular possessive apostrophe.	Know how to use the plural possessive apostrophe.	Know how to use apostrophes to mark possession with irregular plurals and words ending in 's'.	<b>Use apostrophes consistently &amp; accurately.</b>
Know and use commas in a list.	Know and use commas after a subordinate clause, and after a fronted adverbial.	Know and use a comma after a reported clause.	Know and use commas for non-restrictive relative clauses.	<b>Use commas correctly.</b>
Know what ellipsis is and when it is used.	Know it is used to show an omission of a word or words.	Know it is used to create a pause for effect.	Know it is used to show an unfinished thought.	<b>Use ellipsis correctly.</b>