

Composition...

Decide who I am writing for and what this means for my writing;

Plan my writing before I start;

Choose the right style and structure to match the type of text I am writing;

Choose the right vocabulary and grammar for my writing;

Write a story with interesting vocabulary and dialogue;

Write non-fiction with features such as headings, captions, bullet points, subheadings, diagrams;

Use a consistent tense throughout a piece;

Check my own writing and the writing of my classmates, making useful comments.

How you can help...

Read to your child

Encourage them to read as much as possible

Listen to your child read as much as possible

Practise spellings

Create writing opportunities

Encourage your child to talk to you and talk to them

To be a Year 6 writer, I
will need to...



Spelling...

To spell words with silent letters, for example: *doubt, island, lamb, solemn, thistle and knight*;

To spell words ending in *ence/ance* or *able/ible*;

To spell more homophones and other confusing words -

Year 5 and 6 homophones list: *aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, farther/further/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose*;

To talk about word families, for example: *sign, design, signature, and significant*;

To use a thesaurus to find new words;

To use a dictionary to check their spelling;

To spell the words in the Spelling word list for Year 5 and Year 6

Grammar and Punctuation..

Understand and use the passive voice to change the focus of a sentence. In a passive sentence, the person or thing that is doing the verb is not as important as the person or thing that is having the verb done to it or them. For example:

Active voice: *The dog chewed the slipper.*

Passive voice: *The slipper was chewed by the dog.*

Understand the difference between informal language, the type of language we use in everyday speech, and formal language that we might use in presentations or in some forms of writing. I will learn to think about the purpose and audience of my writing and choose the right level of formality. As part of my work on formal and informal language, I will learn about:

Using the subjunctive form in formal writing, for example: 'Were you to look at the numbers, you would see the problem.' or 'If you were to practise more, you would get better.'

Using question tags in informal speech, for example: 'That's the right answer, isn't it?'

Using formal vocabulary, for example: inquire, recommend, assist.

Use different techniques to link ideas across paragraphs to give my writing cohesion. To help my writing flow, I will be taught to use cohesive devices such as:

Determiners (such as the, a/an, this, those, my, your, some, every) to explain exactly which thing is being talked about. For example: 'some spiders are venomous' or 'that spider is venomous.'

Pronouns (such as he, she, it, them) to avoid repetition. For example: 'Liz was hungry so she made a sandwich.'

Conjunctions (such as but, and, because) to link ideas together. For example: 'I went to play football after I'd finished dinner.' or 'I asked him to move so I could see the sign.'

Adverbials (for example 'later that day,' 'when we've finished') are phrases that work like adverbs to provide more information about a verb. Fronted adverbials are particularly useful for creating links between paragraphs, for example: 'A few days later, he decided to try again.' or 'On the other hand, homework helps children to progress.'

Ellipsis (missing out a word or phrase when the assumed meaning is obvious) can help text to flow. For example: 'I wanted the red jumper, not the blue.' rather than 'I wanted the red jumper instead of the blue one.'

Use semi-colons, colons, and dashes to link sentences that are closely associated.

A **semi-colon** is used to join two sentences that are too closely linked to be separate sentences. For example: 'I'll be there tomorrow; that's a promise.'

A **colon** can be used to join two sentences where the second idea is caused by the first. For example: 'All the practice was worth it: the boy got full marks.'

A **dash** can be used to replace a colon or a full stop - particularly in informal writing. For example: 'I'll be there tomorrow - that's a promise.' or 'All the practice was worth it - the boy got full marks.'

Use colons, semi-colons and commas when writing lists. I will practise using a colon to introduce a list and commas to separate items, for example:

'Choose any of the following: sandwich, crisps, juice, water, apple, grapes and cake.'

I will learn to use semi-colons to make longer lists easier to understand, for example:

'The following Monday sports matches are taking place: the under-11s, under-12s and under-13s in rugby; the under-11s and under-13s in football; and the under-14s, under 15s and under-16s in hockey.'

Use hyphens to make meaning clear.

Hyphens can be used to make compound words, for example 'man-eating tiger' (rather than man eating tiger).

Hyphens can be used with prefixes, for example to show the difference between 're-cover' (cover again) and 'recover' (get better).

Use different ways of presenting non-fiction, for example by using headings, subheadings, captions, columns, bullet points, tables and so on.

Practice finding antonyms (opposites) and synonyms (words with similar meanings for words) for example, shouted, called, whispered, and mumbled.

Handwriting...

Write neatly and clearly

Decide whether or not to join specific letters

Choose whether to use a pencil or a pen.

Key Texts...

