



Key Skills in Writing Year 6

Composition	Composition	Transcription	Handwriting
<p>Vocabulary, Grammar & Punctuation</p> <p>As Year 5 and:</p> <p>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.</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.</p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Identify and use colons to introduce a list.</p> <p>Identify and use semi-colons to mark the of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</p> <p>Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus maneating shark.</p> <p>Punctuate bullet points consistently.</p> <p>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.</p> <p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</p>	<p>Composition</p> <p>As Year 5 and:</p> <p>Plan their writing by: Identifying audience and purpose. Choose appropriate text-form and type for all writing.</p> <p>Selecting the appropriate language and structures.</p> <p>Drawing on similar writing models, reading and research.</p> <p>Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.</p> <p>Draft and write by: Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>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”</p> <p>Using devices to build cohesion. Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</p> <p>Combining text-types to create hybrid texts e.g. persuasive speech.</p> <p>Evaluating, selecting and using a range of organisation and presentational devices for</p>	<p>Spelling</p> <p>As Year 5 and:</p> <p>Be secure with all spelling rules previously taught.</p> <p>Write increasingly confidently, accurately and fluently, spelling with automaticity.</p> <p>Use a number of different strategies interactively in order to spell correctly.</p> <p>Develop self-checking and proof-checking strategies.</p> <p>Use independent spelling strategies for spelling unfamiliar words.</p>	<p>Handwriting</p> <p>As Year 5 and:</p> <p>Write with increasing speed.</p> <p>Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</p>

	<p>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.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p> <p>Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative.</p> <p>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.</p> <p>Proofreading for grammatical, spelling and punctuation errors.</p> <p><u>Evaluate and improve performances of compositions focusing on:</u></p> <p>Intonation and volume. Gesture and movement. Audience engagement.</p>		
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