

## Year Six Writing Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Composition - NC</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>					
<b>Writing Vocabulary, grammar and punctuation - NC</b>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</li> </ul>					
<b>Grammar</b>	<p><b>Word:</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter], How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p><b>Sentence:</b> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>					

	<p><b>Text:</b> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Technical vocabulary: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><b>Punctuation:</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p><b>Terminology for pupils:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					
Curriculum Theme	Evolution and Environment		On The Move	Health and Wellbeing	Battles, Bombs and Beyond	
No of weeks and suggested number of units	7 weeks				6 weeks with 2 short weeks 2 units + short unit	7 weeks (Sports day/shuffle up) 2 units ( 1 long 4 weeks and one 2 week unit)
Genres Please see Teacher Packs for features of genres to be taught	<p>Great Expectations – Charles Dickens</p> <p><u>Narrative</u> - Description</p> <p><u>Biography</u> – Charles Dickens (factual)</p> <p><u>Balanced argument</u> (formal) Were the punishments for Victorian criminals appropriate? OR Was it appropriate to imprison criminals on hulks/export them to Australia?</p> <p><u>Poetry</u> – figurative and narrative based characters</p>	<p>Wonder – R.J. Palacio</p> <p><u>Instructions</u> (formal/informal) – recipe -</p> <p><u>Recount</u> - diary</p> <p><u>Narrative</u> – adding a character or an event to Wonder</p> <p><u>Non-chronological report (formal)</u> – report on Mary Anning's work on fossils</p>	<p>The Arrival – Shaun Tan</p> <p><u>Diary entry</u> (informal) – departure of the father from the child's point of view</p> <p><u>Biography</u> - Arrival in the strange land</p> <p><u>Persuasive letter</u> (Formal) – why Bristol should continue to be a Sanctuary City (ie welcome migrants)</p> <p><u>Newspaper report</u> - Inspired by Happy Here</p>	<p>Pig Heart Boy – Malorie Blackman</p> <p><u>Non -chronological report</u> – animal testing/ xenotransplantation</p> <p><u>Persuasive letter</u> – Pig heart boy to Dr Bryce</p> <p><u>Explanation</u> – Circulatory system</p>	<p>Goodnight Mister Tom – Michelle Margorian</p> <p><u>Diary Entry</u> - Goodnight Mister Tom</p> <p><u>Narrative</u> - Goodnight Mister Tom</p> <p><u>Instructions</u> - Evacuation</p>	<p>Rose Blanche – Ian McEwan</p> <p>Resist – Tom Palmer</p> <p><u>Balanced argument</u> – should Mr Tom travel to London?</p> <p><u>Recount narrative</u>- events from a different historical context OR <u>Letter in role</u> – Edda's experience of resisting the Nazis</p> <p><u>Explanation</u> –Causes and effects of bombing on Bristol during and after WWII</p>

	and settings from Great Expectations		Biography – settled refugee			
<b>Handwriting</b>	Fluent, neat, legible and joined. Specific interventions for any fine motor skills needed.					
<b>NC writing – vocabulary, grammar and punctuation</b>  Can appear in other teacher packs but <b>MUST</b> be taught & assessed within this unit	using passive verbs to affect the presentation of information in a sentence  using expanded noun phrases to convey complicated information concisely  using modal verbs or adverbs to indicate degrees of possibility  using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using semicolons, colons or dashes to mark boundaries between independent clauses	using the perfect form of verbs to mark relationships of time and cause  using expanded noun phrases to convey complicated information concisely  using hyphens to avoid ambiguity  using brackets, dashes or commas to indicate parenthesis  using a colon to introduce a list  punctuating bullet points consistently	using passive verbs to affect the presentation of information in a sentence  using modal verbs or adverbs to indicate degrees of possibility  using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  using semicolons, colons or dashes to mark boundaries between independent clauses	using expanded noun phrases to convey complicated information concisely  using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  using hyphens to avoid ambiguity  using brackets, dashes or commas to indicate parenthesis  punctuating bullet points consistently	using passive verbs to affect the presentation of information in a sentence  using the perfect form of verbs to mark relationships of time and cause  using expanded noun phrases to convey complicated information concisely  using brackets, dashes or commas to indicate parenthesis  using a colon to introduce a list	using passive verbs to affect the presentation of information in a sentence  using modal verbs or adverbs to indicate degrees of possibility  using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  using semicolons, colons or dashes to mark boundaries between independent clauses
<b>Grammar from Appendix 2</b>  Can appear in other teacher packs but <b>MUST</b> be taught & assessed within this unit	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  repetition of a word or phrase  grammatical connections [for example, the use of	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter], : Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  repetition of a word or phrase	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter],  repetition of a word or phrase  grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  : Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  ellipsis	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter],  repetition of a word or phrase  grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence

	adverbials such as on the other hand, in contrast, or as a consequence	ellipsis	he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] : Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  ellipsis			
<b>Spelling Appendix 1 (see also Year 5 overview)</b>	Words with the /i:/ sound spelt ei after c The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	Words containing the letter-string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	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.	Homophones and other words that are often confused In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.	Homophones and other words that are often confused (continued) descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	Complete the word list for Year 5 and 6

## Unit Feedback and Marking format Writing at Tyndale Primary

		Feedback Method Suggested							
	Focus within the writing process	Verbal feedback	Self-marking	Brief adult marking	Correction of spelling/ grammar	Highlighting of the writing checklist	In-depth marking <i>potentially pupil conferencing</i>	Short celebratory comment	Assessment Notes
1	Features of text, immersion in genre	✓	✓	✓	✓				There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9
2	Comprehension of content	✓	✓	✓	✓				
3	Vocabulary – short burst	✓	✓	✓	✓				Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)?
4	Grammar focus	✓	✓	✓	✓				Are children using the correct grammatical term, can they identify an example of each?
5	Grammar focus - short burst	✓	✓	✓	✓				Can they show they can use the grammatical structure accurately discretely?
6	Plan - content and language features	✓		✓	✓				
7	First draft				✓	✓	✓		Live marking should be used for emerging writers
8	First draft				✓	✓	✓		
9	Edit and review	✓	✓	✓	✓				
10	Final write					✓	✓	✓	