

YEAR 6 WRITING

1 Transcription

- Use the first few letters of a word to check its spelling in a dictionary
- Spell most words correctly from the Year 5/6 list
- Use a thesaurus to improve word choice

2 Handwriting

- Write quickly and neatly, joining letters where appropriate

3 Composition and Effect

- Alter writing style to suit different audiences and purposes
- Describe settings, choosing words carefully to create atmosphere
- Show the reader the personality of characters by describing their actions and writing dialogue (speech)
- Use dialogue to move a story on
- Use adverbs, preposition phrases and expanded noun phrases to add detail
- Use adverbs, preposition phrases and expanded noun phrases effectively to add qualification and precision
- Use figurative language such as similes, metaphors and personification
- Make formal vocabulary choices when appropriate (*discover* instead of *find out*; *request* instead of *ask for* and *enter* rather than *go in*)
- Make improvements to writing before the teacher checks it; this should include better words choices which give the reader more information

4 Text Structure and Organisation

- Organise each paragraph carefully, using a main idea to begin each paragraph and adding more sentences related to the main idea
- Use the repetition of a word or phrase to create cohesion
- Use an ellipsis to create cohesion within a text
- Create cohesion between paragraphs using adverbials such as *on the other hand*, *in contrast*, or *as a consequence*
- Present work clearly to the reader through using headings, sub-headings, columns, tables, bullet points, underlining and other features

5 Sentence Structure

- Use subordinate clauses at the beginning and end of sentences
- Use relative clauses beginning with *who*, *which*, *when*, *where*, *whose*, *that* or with an implied (not present) relative pronoun
- Use passive verbs to affect the presentation of information in a sentence (*I broke the window* versus *The window was broken (by me)*)
- Use features typical of informal speech (for example, the use of question tags: *He's your friend, isn't he?*)
- Use features typical of formal speech (for example, subjunctive forms such as *If I were* or *Were they to come*)

6 Vocabulary, Grammar and Punctuation

- Show how possible something is using modal verbs (might, should, will, must) or adverbs (perhaps, surely)
- Use inverted commas and other punctuation around speech
- Use commas to make writing clear or avoid confusion
- Use brackets, dashes or commas for parenthesis
- Sometimes use dashes to join main clauses
- Sometimes use semi-colons within lists and to join main clauses
- Sometimes use colons to introduce lists and to in between main clauses
- Make some correct use of hyphens to avoid uncertainty
- Punctuate bullet points consistently
- Check work for spelling and punctuation errors