

Granby Junior School writing on a page- Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types covered					
Descriptive writing Short ghost story (campfire) Persuasive adverts (informal style)	Biographies Historical narrative (incorporate descriptive setting)	Balanced argument Diary writing (formality)	Non chronological reports Narrative Reports (trip advisor reviews)	Letter writing (informal)	Story Letter of complaint (formal) Speech Rhyming poetry

Rainbow Grammar

Prior recall sentence types:

- To co-ordinate using 2 different co-ordinating conjunctions
- To join 2 main clauses with a semi colon
- Using when and where fronted adverbials
- Direct speech- including the correct punctuation
- Parenthesis including an adverbial clause
- Non-finite clauses
- Understand a relative clause must begin with a relative pronoun.
- Co-ordinate 2 appositives
- Use brackets, dashes and commas for parenthesis
- Use a colon to introduce and bullet points for a list
- Ellipsis to show incomplection.

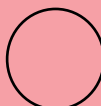
Use the subjunctive mood with the subordinating conjunctions if, as if and if only ■ ■ ■ ■ If he <u>were</u> brave for just a little longer, the boy <u>could defeat</u> this evil. ■ ■ ■ ■ The boy <u>stepped</u> into the darkness as if he <u>were</u> a fearless adventurer. Begin a sentence with 3 adverbial clauses ■ ■ ■ ■ ■ ■ ■ ■ Although his skin <u>prickled</u> with fear, although ice <u>filled</u> his veins, although his heart <u>hammered</u> against his ribcage, the boy <u>opened</u> the cellar door. 	Use a linking adverb after a semi colon ■ ■ ■ ■ ■ ■ ■ ■ The boy <u>was</u> overcome with dread; still, he <u>inched</u> through the darkness.  Use indirect (reported) speech ■ ■ ■ ■ The boy <u>said</u> that he <u>was terrified</u> throughout his adventure. Use ellipsis to denote speech that trails away ■ ■ ■ ■ "We can make it if we just..." the boy <u>wheezed</u> in exhaustion. Use a dash to denote speech that is interrupted ■ ■ ■ ■ "There's nobody in th-" the boy <u>started</u>. 	Distinguish between non-essential from non-essential relative clauses using commas ■ ■ ■ ■ ■ The rats that <u>scrabbled</u> about on the table <u>gnawed</u> at rotting food. The rats, which <u>scrabbled</u> about on the table, <u>gnawed</u> at rotting food. ■ ■ ■ ■ ■ The boy <u>pushed</u> open the rusty door that <u>led</u> to the cellar. The boy <u>pushed</u> open the rusty door, which <u>led</u> to the cellar. Omit who, that or which at the start of a relative clause ■ ■ ■ ■ ■ The door that the boy <u>pushed</u> open <u>creaked</u> upon rusty hinges. ■ ■ ■ ■ ■ An icy draught <u>howled</u> through the door which the boy <u>had opened</u>. Coordinate 3 relative clauses ■ ■ ■ ■ ■ ■ ■ ■ The evil, which <u>lurked</u> in the cellar, which <u>filled</u> the house with terror and which <u>burrowed</u> into the boy's skull, <u>grew</u> stronger with every step. 	Coordinate 4 predicates in a double see-saw pattern ■ ■ ■ ■ ■ ■ ■ ■ Strange voices <u>whispered</u> from the walls and <u>echoed</u> through the house, <u>writhed</u> inside the boy's head and <u>filled</u> him with dread and despair.  Coordinate 3 appositives, separating with commas ■ ■ ■ ■ ■ ■ ■ ■ The boy, a brave soul and a fearless adventurer or a just fool with a death wish, <u>entered</u> the old house. Combine an appositive with a relative clause ■ ■ ■ ■ ■ ■ ■ ■ Spiders, huge hairy-legged beasts that <u>sat</u> in the centre of vast webs, <u>lurked</u> in the darkness. ■ ■ ■ ■ ■ ■ ■ ■ The stairway <u>led</u> to a basement, a shadowy room whose stone walls <u>were carved</u> with arcane symbols. Combine an appositive with a non-finite clause ■ ■ ■ ■ ■ ■ ■ ■ The moon, a ghostly galleon <u>sailing</u> upon tattered clouds, <u>cast</u> a sickly light upon the world below. ■ ■ ■ ■ ■ ■ ■ ■ The earth <u>was soaked</u> by incessant rain, a raging torrent <u>filled</u> with hate and fury. 	Begin a non-finite clause, with a noun or noun phrase ■ ■ ■ ■ ■ ■ ■ ■ His heart <u>pounding</u> in his chest, the boy <u>stepped</u> into the house. ■ ■ ■ ■ ■ ■ ■ ■ The boy <u>stepped</u> into the house, his heart <u>pounding</u> in his chest. Coordinate 3 non-finite clauses ■ ■ ■ ■ ■ ■ ■ ■ The boy <u>crept</u> through the room, <u>sweeping</u> his torch into corners, <u>shining</u> it into dark places and <u>chasing</u> away the shadows. ■ ■ ■ ■ ■ ■ ■ ■ <u>Slithering</u> under doors, <u>snaking</u> across empty rooms, <u>pooling</u> in shadows, mist <u>filled</u> the house. Coordinate 4 non-finite clauses in a double see-saw pattern ■ ■ ■ ■ ■ ■ ■ ■ The boy <u>crept</u> through the house, <u>inching</u> along corridors and <u>climbing</u> stairs, <u>stepping</u> over furniture and <u>peering</u> into dark corners. 	Use a hyphen to avoid ambiguity A child-eating monster lurked in the cellar. Use semi-colons in a complex list The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes. Use semi-colons in a bulleted list The boy carried: •a torch; •a lantern; •his packed lunch. Use a colon to illustrate or expand The monster was ravenous: it salivated greedily. 
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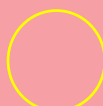
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Further grammatical concepts introduced within the year group.
To be covered as well as further incorporation within the writing.

- To know and use a range of determiners including quantifying determiners e.g. all, another, both, each
- To distinguish between active voice and passive voice
- To be able tp use the subjunctive form within writing
- To know and use a range of both subordinating conjunctions and co-ordinating conjunctions.

Lens progression- be covered within the year group.

 Need to be covered.

 Embedded within/if Appropriate.



Handwriting (Upper school)

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

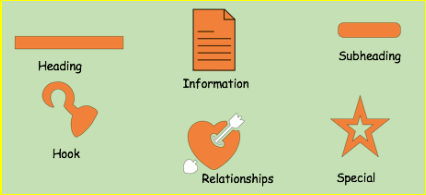
The writing process- Upper school

National curriculum objective:

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

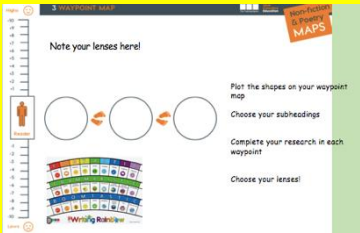
Evidence within the writing process:

Completion of the non-fiction shapes will allow children to identify this. Particular interest to be placed into audience and the purpose of writing and how this can develop. This can be used through the positive and negative intent. (also evident within years 3 and 4)



Noting and developing initial ideas, drawing on reading and research where necessary

Evident within the plot point and waypoint maps as well as the thinking sides.



In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed-

Use of the scale on plot point map. Magpieing language from other well known novels (senses mats are a good resource to support staff with this)

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Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action as Using a wide range of devices to build cohesion within and across paragraphs	Staff to model this to the children within modelled writing sessions and discrete rainbow grammar sessions. Speaking and discussing with the children why certain decisions have been made to enhance writing.				
Using further organisational and presentational devices to structure text and to guide the reader	Non-fiction shapes and waypoint maps are used to display this during our writing curriculum. Children are taught the devices, modelled it and then expected to apply this model within their own sessions,				
Evaluate and edit by: Assessing the effectiveness of their own and others' writing- all completed during an editing session. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear- consistently reading out loud.	This will increase in independence in year 6 to the point where y6 will be expected to complete this independently. E1- SP- 5 P- 3 ^ - 2 E2 * E3- + E1- Sp = spelling P- 3 ^ = Missing word E2- * Re-write sentence E3- + add extra word				
Reading texts linked to writing					
Holes	Street Child	Ice Trap!		Goodnight Mister Tom	Bombs & Blackberries
Ghost story	Oliver Twist	Story of the Titanic (NF)	Wolf Wilder- to demonstrate action movement in speech.		
Persuasive adverts					

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The writing process.

