

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) Blogs	Biographies Historical narrative (incorporate descriptive setting)	Non-chronological report Diary writing (formality)	Adventure narrative Emotive speech Rhyming poem	Letter writing (Mr P Speaking and listening unit) Retelling narrative Explanation text writing to be threaded through science.	All independent: Non-chronological report Diary Letters 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 incompleteness.

Use the subjunctive mood with the subordinating conjunctions if, as if and if only

If he were brave for just a little longer, the boy could defeat this evil.

The boy stepped into the darkness as if he were a fearless adventurer.

Begin a sentence with 3 adverbial clauses

Although his skin prickled with fear, although ice filled his veins, although his heart hammered against his ribcage, the boy opened the cellar door.

Use a **linking adverb** after a semi colon

The boy was overcome with dread; still, he inched through the darkness.

Use **indirect (reported) speech**

The boy said that he was terrified throughout his adventure.

Use ellipsis to denote speech that trails away

"We can make it if we just..." the boy wheezed in exhaustion.

Use a **dash** to denote speech that is interrupted

"There's nobody in th-" the boy started.

Distinguish between non-essential from non-essential **relative clauses** using commas

The rats that scrabbled about on the table gnawed at rotting food.

The rats, which scrabbled about on the table, gnawed at rotting food.

The boy pushed open the rusty door that led to the cellar.

The boy pushed open the rusty door, which led to the cellar.

Omit who, that or which at the start of a relative clause

The door that the boy pushed open creaked upon rusty hinges.

An icy draught howled through the door which the boy had opened.

Coordinate 3 relative clauses

The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.

Coordinate 4 **predicates** in a double see-saw pattern

Strange voices whispered from the walls and echoed through the house, writhed inside the boy's head and filled 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, entered the old house.

Combine an **appositive** with a **relative clause**

Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness.

The stairway led to a basement, a shadowy room whose stone walls were carved with arcane symbols.

Combine an **appositive** with a **non-finite clause**

The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below.

The earth was soaked by incessant rain, a raging torrent filled with hate and fury.

Begin a non-finite clause, with a noun or noun phrase

His heart pounding in his chest, the boy stepped into the house.

The boy stepped into the house, his heart pounding in his chest.

Coordinate 3 **non-finite clauses**

The boy crept through the room, sweeping his torch into corners, shining it into dark places and chasing away the shadows.

Slithering under doors, snaking across empty rooms, pooling in shadows, mist filled the house.

Coordinate 4 **non-finite clauses** in a double see-saw pattern

The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering 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.

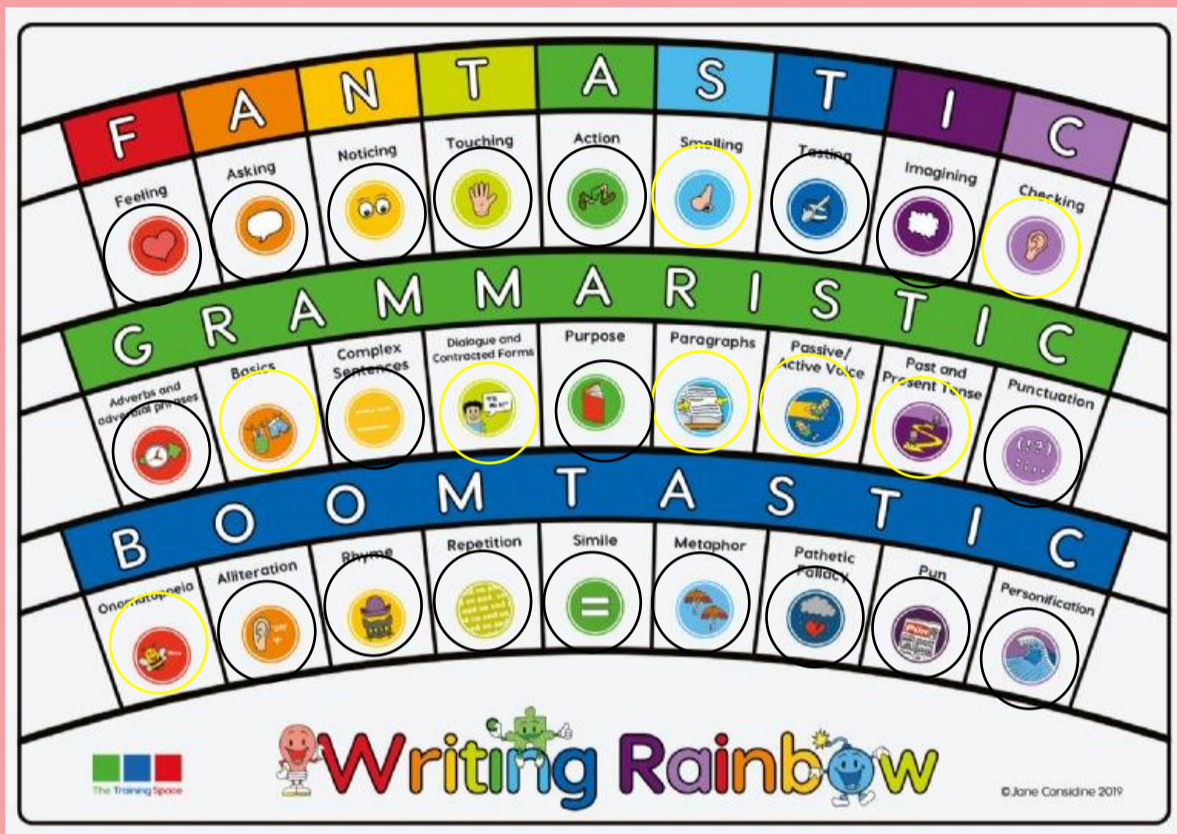
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Further grammatical concepts introduced within the year group.
To be covered as well as further incorporation within the writing.

- 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 to 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]

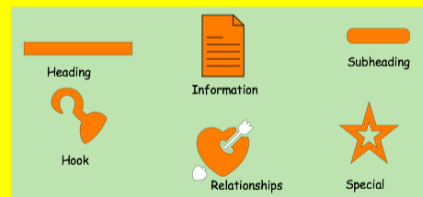
The writing process- Upper school

National curriculum objective:

Evidence within the writing process:

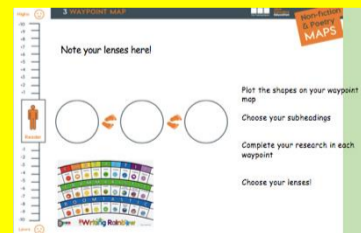
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

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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<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action as</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>	<p>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.</p>
<p>Using further organisational and presentational devices to structure text and to guide the reader</p>	<p>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,</p>
<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing- all completed during an editing session.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear- consistently reading out loud.</p>	<p>At the end of each unit, children are to work through and editing station which focuses on these elements.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;">GRAMMAR</p> <ul style="list-style-type: none"> • Have you missed out any words in your sentences? • Have you got too many ands? Which ones should be the beginning of a new sentence? • Do all of your sentences make proper sense? What do you need to change so that they do? </div> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;">SPELLING</p> <p style="font-size: small;">Underline any words you do not feel as spell correctly.</p> <ul style="list-style-type: none"> • Have you spelt all the high frequency words correctly? • Use a dictionary or word list to correct any words you are unsure of • Make sure you correct the spellings of any words you have used that are on display in the classroom. </div> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;">VOCABULARY</p> <p style="font-size: small;">Circle any words you feel you could <i>uplevel!</i></p> <ul style="list-style-type: none"> • Can you add or improve any adjectives to make your writing more detailed? • Have you used powerful verbs? • Can you include adverbs to show how things are done? • Use a Thesaurus to help you find the best word for the job. </div> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;">Editing stations...</p> <p style="text-align: center;">PUNCTUATION</p> <ul style="list-style-type: none"> • Check for capital letters and full stops. • Do you need any question marks? • Don't forget to check for exclamation marks! • Have you used commas in a listing sentence? • If a character speaks, use inverted commas to show what they have said. </div> </div>

Reading texts linked to writing

<p>Holes</p> <p>The Chocolate Tree - (F)</p> <p>I don't like poetry (P)</p>	<p>Street Child</p> <p>Treasury 50 Stories from brilliant dreamers</p> <p>Women in Science</p> <p>Oliver Twist</p> <p>Fair's Fair</p> <p>Extract – Katherine Johnson</p> <p>Young, Gifted and Black (Simone Biles)</p> <p>Engineers (Brunel/Telford)</p>	<p>Ice Trap!</p> <p>Arctic & Antarctic</p> <p>Inuit Folk story: The legend of Sedna</p> <p>Wolf Wilder</p> <p>Scott of the Antarctic (NF)</p> <p>The Wild Animals of the North</p>	<p>People need people</p> <p>The Island</p> <p>Wolf Wilder by Katherine Rundell</p> <p>Arctic and Antarctic (NF)</p> <p>Story of the Titanic (NF)</p> <p>The Last Bear</p>	<p>Goodnight Mister Tom</p> <p>Carrie's War</p> <p>Rose Blanche</p> <p>WW1 Poetry</p>	<p>Bombs & Blackberries</p> <p>The Machine Gunners</p> <p>Charles Darwin's adventure around the world</p>
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The writing process.

