

Year 6 writing

Adapting writing for purpose, audience, form, effect			
Related reading provision		Composition	
<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ¹¹_{SEP}</p> <p>read books that are structured in different ways and reading for a range of purposes ¹¹_{SEP}</p> <p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ¹¹_{SEP}</p> <p>recommend books that they have read to their peers, giving reasons for their choices ¹¹_{SEP}</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>make comparisons within and across books ¹¹_{SEP}</p> <p>learn a wider range of poetry by heart ¹¹_{SEP}</p> <p>prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ¹¹_{SEP}</p>		<p>Write for real (and realistic) audiences and purposes in a variety of genre (including poetry) including those that are more formal, drawing on models for their own writing</p> <p>School range linked to reading and curriculum:</p>	
		<p>Write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, drawing on models for their own writing</p> <p>School range linked to reading and curriculum:</p>	
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
<p>Role-play, oral retelling, presentation, performance, debate (selecting oral registers according to context, including those that are more formal)</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Note and develop initial ideas, drawing on reading and research</p>	<p>Monitor and re-read both for accuracy and for clarity</p>	<p>Proof read for spelling and punctuation errors</p>
<p>Discuss, question, respond to and evaluate reading, including writers' choices of vocabulary, grammatical structures and genre features to deepen understanding and inform writing</p>	<p>Identify the audience and purpose for writing, selecting an appropriate form, drawing on models that have been read</p>	<p>Re-read own and others' writing with composition and effect goals in mind</p>	<p>Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and to clarify meaning</p>
<p>Speculate, hypothesise, imagine, explore, giving reasons for views: provide reasoned justifications and challenge the views of others courteously</p>	<p>Plan for the shape and structure of writing, making decisions and adaptations based on models</p>	<p>Be open to making changes through the writing process</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>

	Transcription skills			Composition choices		
	handwriting	orthography	spelling	Word choice	Sentence structure	Text structure
Secure lower KS2 skills?	Secure fluent handwriting	Continue to secure commas to mark clauses and phrases Secure direct speech punctuation Secure difference between plural and possessive 's'	Work on personal goals for phonically plausible but non-standard spelling Secure understanding of adding prefixes and suffixes to a root word	Expand noun phrases with determiners and prepositional phrases e.g. Those books on the shelf, That girl with the beaming smile	Extend range of sentences with more than one clause. Review the use and effect of adverbials and prepositional phrases	Continue to use pronouns, conjunctions, adverbials and prepositional phrases for cohesion
	Maintains legibility and fluency at speed by choosing whether or not to join specific letters	Secure use of parenthetic punctuation: brackets, dashes and commas	Build self-reliance and self-regulation as a speller, including dictionary and thesaurus use	Select words to suit purpose, formality and effect	Use relative pronouns and clauses to add clarity and specificity	Use a wider range of devices to build cohesion within and across paragraphs e.g. vocabulary cohesion (and deliberate contrast), maintaining and managing register with sentence types e.g. 'It is thought that...' compared to 'We've all wondered at some time...' Using setting and description to reflect the feelings of characters. Using detailed multi-clausal sentences to paint detail. Using verb phrase lists to introduce pace and action
		Use the colon and semi-colon to mark the boundary between clauses as well as to introduce items in lists	Further suffixes: tious/cious tion/sion/cian ible/able ance/ancy/ence/ency cial/tial	Be able to make more formal vocabulary choices matched to purpose and context	Secure use of modal verbs and modal adverbs for degrees of possibility	Use further organisational and presentational devices to structure text and to guide the reader e.g. using invitational questions and directives, using directional discourse markers, changing the position of topic sentences
			Silent letters	Adapt formality, register, tone within a piece of writing as well as across different pieces	Adapt use of verb forms and grammatical structures to suit audience, purpose, form and context	Structure and shape the writing with the reader in mind e.g. sequence of events or information, managing pace, changing mood, managing a reader's focus and steering their viewpoint
			Commonly confused homophones			

CLPE writing scale reference:

Children in years 5-6 are likely to be working across the stages of Fluent writer, to Experienced and some aspects of Independent writer. Do not feel restricted to move backwards or forwards if writers are working towards or beyond these territories of skills and behaviours. The scales were designed to support FORMATIVE assessment, supporting teachers with next steps and with design of provision, not to make summative judgements.