

# Year 6 Writing Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

## **Subject Content:**

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. In addition, pupils should be taught how to plan, revise and evaluate their writing. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language'. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

<b>Sequential Learning:</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory. Pupils should be assessed against the 'basics' (pre year group) to ensure these are secured before working through the PoS.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points. In writing, pupils apply their knowledge and skills with growing awareness of their intended audience and purpose and with growing deliberate choice of the knowledge and skills they employ to meet the needs of the intended reader.
<b>End Point of Unit</b>	The collection of independent writing is assessed formally 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding. Teachers will update their assessments throughout the year to inform planning.

## Year 6 WRITING

*Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of audiences and purposes, including combining these within the same piece.*

*Pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*

### VOCABULARY, GRAMMAR AND PUNCTUATION

*Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate.*

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can use them accurately and appropriately to discuss their writing and reading.*

*Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.*

Skill and Knowledge Content Development How they will show and apply their new knowledge and skills	End Point of Unit Assessment of learning at end point
<p><b><u>Punctuation:</u></b>  <i>I will know how to use punctuation to enhance meaning and to avoid ambiguity</i></p> <ul style="list-style-type: none"> <li>the use of the semi-colon, colon and dash to mark the boundary between independent clauses [eg, <i>It's raining; I'm fed up</i>]</li> <li>colon to introduce a list and semi-colons within lists</li> <li>the consistent punctuation of bullet points to list information</li> <li>hyphens to avoid ambiguity [eg, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]</li> <li>commas to clarify meaning or avoid ambiguity in writing</li> <li>brackets, dashes or commas to indicate parenthesis (<i>and formality of choice and how this contributes to meaning</i>)</li> <li>consistency of punctuation of bullet points to list information</li> </ul> <p><b><u>Sentences:</u></b>  <i>I will know how to use grammar to enhance meaning of my writing and for audience and purpose</i></p> <ul style="list-style-type: none"> <li>use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</li> <li>the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, <i>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</i>]</li> <li>expanded noun phrases to convey complicated information concisely</li> <li>modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b><u>Words:</u></b>  <i>I will know how to explore the meaning of words:</i></p> <ul style="list-style-type: none"> <li>the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</li> <li>how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> </ul> <p><b><u>Vocabulary:</u></b></p>	<p><b><u>EXS</u></b></p> <ul style="list-style-type: none"> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use the range of punctuation taught at key stage 2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech)</li> </ul> <p><b><u>GDS</u></b></p> <ul style="list-style-type: none"> <li>Use the range of punctuation taught at key stage 2 mostly correctly (eg semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> <li>distinguish between the language of speech and writing and choose the appropriate register (recognising that certain features of spoken language such as contracted verb forms, other grammatical informality, colloquial expression and long coordinates sentences are less likely in writing and be able to select alternative vocabulary and grammar)</li> </ul>

subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
<b>WRITING COMPOSITION</b>	
<p><i>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. Pupils should be taught to enhance the effectiveness of their writing as well as their competence.</i></p> <p><i>There is a specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language - pupil confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</i></p> <p><i>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject- specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</i></p> <p><b>Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity.</b>  <i>Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.</i></p> <p><i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i></p>	
<b>Skill and Knowledge Content Development</b> <b>How they will show and apply their new knowledge and skills</b>	<b>End Point of Unit</b> <b>Assessment of learning at end point</b>
<p><b><i>I will know how to structure my writing to write cohesively:</i></b></p> <p><b><u>Planning:</u></b></p> <ul style="list-style-type: none"> <li>● select the appropriate form for audience and purpose and use other similar writing as models for my own notes and develop initial ideas, drawing on reading and research (<i>e.g. literary language, characterisation, structure</i>)</li> <li>● précis longer passages to summarise ideas concisely (<i>condense information into a shorter version, keeping main points and order</i>)</li> </ul> <p><b><u>Text organisation:</u></b></p> <ul style="list-style-type: none"> <li>● link ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections [<i>eg, the use of adverbials such as on the other hand, in contrast, or as a consequence</i>], ellipsis, chains of reference</li> <li>● range of devices to build cohesion within a paragraph and across paragraphs</li> <li>● layout devices, organisational and presentational devices enhance meaning and effectively support the audience and purpose of the text [for example, headings, sub-headings, columns, bullets, or tables]</li> </ul> <p><b><i>I will know how to make deliberate choices for my intended audience and purpose:</i></b></p> <ul style="list-style-type: none"> <li>● Adapted effectively for a broad range of intended audience and purpose - including a combination of purposes (structure, language and vocabulary, punctuation and grammatical structures) <ul style="list-style-type: none"> <li>○ to entertain (<i>eg narrative descriptions, poetry, characters/settings</i>) <ul style="list-style-type: none"> <li>■ effectively describe settings</li> <li>■ effectively create atmosphere</li> </ul> </li> </ul> </li> </ul>	<p><b>Assessment opportunity for end of unit EXS</b></p> <ul style="list-style-type: none"> <li>● write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>● select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>● in <b>narratives</b>, describe settings, characters and atmosphere</li> </ul>

- effectively describe characters
- integrate dialogue effectively in narratives to convey character (*to build characterisation and to show what characters are thinking, feeling, or what is motivating them*)
- integrate dialogue effectively to advance the action (*causing something to happen eg a change of heart or making a decision, or building connections between characters which will move the story forwards*)
- avoid cliché and overwriting and make use of unusual/surprising word combinations
- literary devices -eg *juxtaposition, allusion, hyperbole, figurative language and analogy, allegory, irony, onomatopoeia, rhyme, puns, oxymoron, repetition, assonance and alliteration, anaphora, anadiplosis, flashbacks, foreshadowing, etc*

- to inform (*eg report, recount, biography, newspaper article, essay*)
- to persuade (*eg advertising, letter, speech, campaign*)
- to discuss (*eg balanced argument, newspaper article, review*)
- poetry using different language forms and themes (*eg narrative poems, couplets, poems with unfamiliar language structures, structured grammar, free verse based on themes and issues studied, sonnets, figurative and poetic language: similes, metaphors, personification, onomatopoeia, alliteration, assonance, rhythm, rhyme, repetition/repeated patterns, language chosen deliberately for the sound of the words as well as the image*)

- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - manipulation of grammar for levels of formality [*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*]
  - vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [*for example, find out – discover; ask for – request; go in – enter*]
  - expanded noun phrases to convey complicated information concisely
  - 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)*].
  - punctuation to enhance meaning and avoid ambiguity (*eg: semi-colon, colon and dash to mark the boundary between independent clauses;; colon to introduce a list and use of semi-colons within lists ; hyphens or commas to clarify meaning or avoid ambiguity in writing; brackets, dashes or commas to indicate parenthesis (and formality choices with choice)*)
  - modal verbs or adverbs to indicate degrees of possibility
- choose organisational and presentational devices to enhance meaning and effectively support the audience and purpose of the text

***I will know how to effectively edit and improve my writing:***

- proof-read for spelling and punctuation errors
- propose and make effective changes to enhance effects and clarify meaning, with careful consideration of the audience and purpose (*structure, language and vocabulary, punctuation and grammatical structures*)

- integrate dialogue in narratives to convey character and advance the action
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

**GDS**

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

**SPELLING**

*Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

### **Sounds Write LTP Yr 6 Knowledge Content**

- A sound can be represented by more than one spelling and a spelling can represent more than one sound
- The most common spellings which represent the target sounds and the most common sounds represented by the target spelling

#### ***I will know how to spell accurately:***

- spell most words from the year 5 / year 6 spelling list
- spell some words with 'silent' letters [eg, knight, psalm, solemn]
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

## **HANDWRITING**

*Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version*

#### ***I will know how to write with fluent handwriting***

- write legibly, fluently and with increasing speed
- write neatly with accurate formation of all letters and joins and consistency of shape and size [eg, consistency of diagonal and horizontal strokes that are needed to join letters, ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task
- use an unjoined style for specific purposes (eg labelling diagrams, maps or data, an email address, algebra, capital letters for filling in forms)
- develop a personal style in handwriting

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- maintain legibility in joined handwriting when writing at speed
- 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'

## **SPEAKING AND LISTENING**

*Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking performance and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with artistic practice of drama.*

***I will know how to speak with confidence***

- use discussion in order to learn
- elaborate and explain clearly understanding and ideas
- be competent in the arts of speaking and listening, adapting language and structure to the intended audience and purpose
  - make formal presentations
  - demonstrate to others
  - participate in debate
  - adopt, create and sustain a range of roles, responding appropriately to others in role
  - improvise, devise and script drama for one another and a range of audiences
  - rehearse, refine, share and respond thoughtfully to drama and theatre performances.

***I will know how to perform effectively:***

- perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear (*and using different voices for narrator and characters*) and demonstrating awareness of the needs of the audience.

**Regular independent opportunities for assessment and to inform teaching and learning / determine next focus.**

- demonstrate an awareness of the needs of the audience in performances
- clearly and cohesively adapt language and structure (Year 5 content) to the intended audience and purpose
- improvise drama - a broad range of scenarios and audiences
- control intonation, tone, and volume to clarify meaning and use different voices for characters and narrators in performances