



Hillcross Primary School  
Parent and Carer's guide

## The Year 6 Writer

In year 6 your child will continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should support the decisions about the form the writing should take (such as a narrative, an explanation or a description).

Year 6 children should understand 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.

### **Vocabulary, Grammar and Punctuation**

By the end of year 6, children should be able to:

- ✓ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ✓ Vary length and focus of sentences to express subtleties in meaning and focus on key ideas
- ✓ Use a variety of simple, compound and complex sentences, where appropriate, according to the text type (including embedded subordinate clauses for economy of expression)
- ✓ Where appropriate, maintain tense and person consistently; where shifts in tense occur, move between them with some confidence
- ✓ Use the full range of punctuation accurately to demarcate sentences; within sentences using commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject
- ✓ Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- ✓ Use passive verbs to affect the presentation of information in a sentence
- ✓ Manipulate sentence subjects and objects and use passive constructions where appropriate - justifying why a passive construction is preferable to an active and vice versa
- ✓ Place commas, mostly accurately, to clarify meaning or avoid ambiguity
- ✓ Understand the use of semi-colons, colons and dashes to mark the boundary between phrases and clauses and demonstrate this in using the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation
- ✓ Use hyphens to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark')
- ✓ Use brackets, dashes or commas for parenthesis e.g. asides, additional information
- ✓ Use semi-colons, colons or dashes to mark boundaries between independent clauses



- ✓ Use a colon to introduce a list
- ✓ Punctuate bullet points consistently
- ✓ Use the perfect form of verbs to mark relationships of time and cause
- ✓ Use expanded noun phrases to convey complicated information concisely
- ✓ Use modal verbs or adverbs to indicate degrees of possibility
- ✓ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ✓ Use pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts
- ✓ Use conditional structures to persuade (e.g. using: might, could, would, if, then...) and when deducing, speculating, and making suppositions
- ✓ Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little)
- ✓ Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)

## **Composition**

When planning, drafting and writing, year 6 children should be able to:

- ✓ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ✓ Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
- ✓ Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ Draft and write by précisising longer passages
- ✓ Draft and write by using a wide range of devices to build cohesion within and across paragraphs e.g. adverbials: shortly, afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming
- ✓ Make precise vocabulary, sentence length, sentence complexity and punctuation choices
- ✓ Develop material so that it supports the coherent organisation of ideas into paragraphs, for Example, chronology, moving from the general to the particular, moving from big picture description to smaller, more significant detail
- ✓ Move between standard and non-standard form of English appropriately
- ✓ Choose register (formal/informal, personal/impersonal) appropriately and for effect
- ✓ Control sentence structures in their writing e.g. single clause sentences, multi-clause sentences using coordinating and subordinating conjunctions broadly accurate
- ✓ Maintain a clear focus when selecting content; plans quickly and effectively
- ✓ Use paragraphs purposefully and creatively to clearly structure main ideas across the text

When writing, year 6 children should be able to:

- ✓ Develop point of view and 'authorial voice' e.g. aside to reader, comments on action, indication of character's thoughts and/or feelings, bias/balances viewpoints in discursive texts
- ✓ Maintain interest for the reader through varied devices, structure and features, e.g. layout, direct appeal to audience, character development, advancing action effectively



- ✓ Write in a range of genres/forms, taking account of different audiences and purposes
- ✓ Write well-structured openings/introductions with appropriate endings/conclusions
- ✓ Vary vocabulary with confidence in order to create effects; ambitious and precise vocabulary choices e.g. can discuss alternative vocabulary choices that they could have used and rejected, and explain why they ultimately decided upon the one chosen
- ✓ Demonstrate a sustained awareness of the reader through pacing, elaboration and justification and use of devices consistent with the text type (cliffhangers, dramatic pauses, flashbacks, shifts in viewpoint)

When writing fiction, year 6 children should be able to:

- ✓ Plan writing by considering how authors have developed characters and settings
- ✓ Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ✓ Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif
- ✓ Show flexibility in the use of narrative e.g. ability to experiment with story opening – starting in the midst of circumstances or with snatches of dialogue or with narrator’s synopsis
- ✓ Make appropriate use of structure in poetry, according to chosen form e.g. rhythmic patterns in sonnets or ballads, syllable patterns in haiku
- ✓ Use apt figurative language to create extended imagery; create vivid pictures in the reader’s mind through inference and suggestion as well as the literal

When writing non-fiction, year 6 children should be able to:

- ✓ Draft and write by using further organisational and presentational devices to structure the text and to guide the reader
- ✓ Take account of multi-faceted viewpoints, acknowledges situations that do not have a simple solution and offer considered opinion in non-fiction when writing on complex topics
- ✓ Control the organization of the text to take account of the reader’s possible reaction/questions/opinion e.g. ranking information in order of importance; greater weight given to points of interest; anticipating objections or acknowledging contentious material

When editing and improving their writing, year 6 children should be able to:

- ✓ Evaluate and edit by assessing the effectiveness of their own and others’ writing
- ✓ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Evaluate and edit own and others’ writing against specific criteria for audience and purpose
- ✓ Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ Proof-read for spelling and punctuation errors

When presenting and performing their work, year 6 children should be able to:

- ✓ Perform their own compositions, use appropriate intonation, volume and movement so that meaning is clear



Handwriting – year 6 children should be beginning to:

- ✓ Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ✓ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

## **Glossary of terms**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)

