Bramhope Primary School

English- Writing Road Map

Year 6

1.Spelling:

- Recognise and spell endings which sound like /ʃəs/, spelt – cious or –tious.
- Recognise and spell endings which sound like /ʃəl/, e.g. official, partial.
- Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.
- Investigate use of the hyphen.
- Investigate and use further prefixes, e.g. bitrans- tele- circum-.
- Distinguish between homophones and other words that are often confused.
- Identify root words, derivations and spelling patterns as a support for spelling.
- Be secure with all spelling rules previously taught.
- Use a number of different strategies interactively in order to spell correctly.

- **Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.**
- **Spell words from the Year 6 common exception words list (inc. applying).**

2. Handwriting and Presentation:

- Write, using a joined style, with increasing speed, choosing the correct writing implement best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.

3. Composition:

- Identify audience and purpose, choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar.
- Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances).

- Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"

- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence.
- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors. Précis longer passages.

- Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.

- **Consciously control the use of different sentence structures for effect.**
- **Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.**
- **Combine text-types to create hybrid texts e.g. persuasive speech.**
- **Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.**
- **Use active and passive voice to show a shift in levels of formality.**

4. Vocabulary, grammar and punctuation:

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

- Manipulate sentences to create particular effects.
- Use a wide range of clause structures, sometimes varying their position in sentences.
- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.
- Use adverbs, preposition phrases and expanded noun phrases to add detail and precision.

- Make some correct use of ellipsis to link ideas between paragraphs – punctuation for parenthesis.
- Make some correct use of semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.
- Make some correct use of semi-colons within lists.
- Make some correct use of colons to introduce a list.
- Use inverted commas and commas for clarity mostly correctly.
- Explore how some hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.
- Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"

- Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.
- Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
- Identify the subject and object of a sentence.
- Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.
- Use modal verbs mostly appropriately.
- Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).

- **Use ellipsis to link ideas between paragraphs – punctuation for parenthesis.**
- **Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.**
- **Identify and use colons to introduce a list.**
- **Identify and use semi-colons within lists.**
- **Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.**
- **Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.**