Hurworth
Primary School
Consider. Create. Contribute.

Year 6
Writing
Curriculum

YG English Teaching

⑥ Year 6 English Teaching

- Daily spelling
- Handwriting practice (focusing on specific areas of need or to increase speed)
- Daily English lessons focusing on the writing sequence
- Regular shared reading of quality texts
- Regular opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics
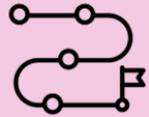
The Writing Sequence

Children further develop their understanding of the writing sequence in Year 6, building upon their knowledge from previous years.

Immerse

Explore

Plan and Sequence

Practice: Language

Practice: Grammar

Draft

Edit and Improve

Publish

Pause and Stretch

Grammar Knowledge

Spelling

Term	Definition
hyphenated	A word which contains a hyphen, used to avoid ambiguity.
synonym	A word which carries a similar meaning to another.
antonym	A word which carries an opposite meaning to another.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.

Punctuation

Term	Definition
ellipsis	A series of three dots indicating:
hyphen	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
colon	A colon is used to introduce things: ideas, items in a list, a quotation or an explanation. A colon can also be used between a statement and answer, quotation or to provide a contrast. The colon is used to separate two independent clauses, when the second explains or adds further detail or clarification to the first.
semi-colon	Semi-colons can be used to link related independent clauses. They often replace co-ordinating conjunctions. They can be used to separate items in a list if extra details about the items have been included.
bullet points	A mark used to separate items in a list. These should be punctuated consistently.
parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either ( ) , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes a the **start** of a sentence. This can be a type of fronted adverbial.

Sentence Structure

Term	Definition
passive voice	When the subject undergoes the action (has something done to it by someone or something).
active voice	When the subject performs the action.
cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
main/ independent clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own.as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
clause	A group of words that includes a subject and a verb.
phrase	A group of words without a verb.

Irregular Verbs

lie, lead, understand, rise, drive, forbid, ride, forget, know, leave, teach

sink, stand, mean, pay, lose, fall, ring, buy, choose, dream, fight, tear

become, leave, feel, bring, begin, spend, wear, sell, send, win

know, think, show, keep, hear, read, blow, fly, hide, stink, throw

take, give, find, tell, hold, write, grow, send, break, show

come, sing, meet, sit, speak, draw, swim, cut, dig, put

say, make, go, see, get, drink, run, build, eat, do

Word Class

Term	Definition
subjunctive mood	The verb form used to explore a hypothetical situation, expressing what is imagined, wished, commanded, demanded or suggested. It is used in formal writing.
indefinite article	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
definite article	A determiner referencing a specific noun. The only definite article is 'the'
relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
auxiliary verb	A verb used to form the tense and mood of other verbs.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.

Tense

Tense	Past	Present	Future
Simple	I did	I do	I will do
Progressive	I was doing	I am doing	I will be doing
Perfect	I had done	I have done	I will have done
Perfect Progressive	I had been doing	I have been doing	I will have been doing

Spelling Knowledge

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1	Autumn 2	Spring 1
1. Year 5/6 words: accompany, achieve, aggressive, awkward, bargain, bruise, committee, community, correspond, criticise 2. Homophones and Near Homophones: bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past 3. Homophones and Near Homophones: cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary 4. Recap: The /dʒ/ sound spelt as dge 5. Recap: Adding -ly to a root word (including ending in -al) (Y5/6 words/root words: frequently, marvellous, mischievous, thorough, physical, professional, individual, awkward) 6. Recap: Adding -ly to a root word ending in -e and -le (Y5/6 root words: definite, desperate, immediate, sincere, aggressive) 7. The /ʌ/ sound spelt ou 8. Year 5/6 words: definite, desperate, especially, frequently, immediate, sincere, thorough, physical, individual, suggest	1. Homophones and Near Homophones: affect, effect, dessert, desert, draft, draught, precede, proceed, current, currant 2. Homophones and Near Homophones: coarse, course, peace, piece, council, counsel, led, lead, profit, prophet 3. Recap: Adding –ed, –ing, –er, –est and -ly to a root word ending in –y with a consonant before it (Y5/6 root words: necessary, occupy, accompany) 4. Recap: Adding the endings – ing, –ed, –er and -est to a root word ending in –e with a consonant before it (Y5/6 root words: achieve, persuade, privilege, recognise, sacrifice, interfere) 5. Recap: Adding –ing, –ed, –er, –est and –y to a root word of one syllable ending in a single consonant letter after a single vowel letter and a root word of more than one syllable (with a stressed final syllable) (Y5/6 root words: occur) 6. Recap: The /ɪ/ sound spelt y elsewhere than at the end of words (Y5/6 words: physical, rhythm, symbol, system) 7. Year 5/6 words: develop, embarrass, necessary, occupy, persuade, privilege, recognise, sacrifice, interfere, occur	1. Recap: The /tʃə/ sound spelt -ture and the /ʒə/ sound spelt -sure (Y5/6 root words: leisure) 2. Recap: Words ending in the /ʃən/ sound spelt -tion or -cian (Y5/6 root words: competition) 3. Recap: Words ending in the /ʃən/ sound spelt -sion or -ssion (Y5/6 root words: profession) 4. Recap: Words ending in the /ʃəs/ sound spelt -tious or -cious 5. Recap: Words ending in the /ʃəl/ sound spelt -tial or cial 6. Year 5/6 words: profession, competition, leisure, symbol, system, rhythm, familiar, neighbour, guarantee, harass, foreign

Spring 2	Summer 1	Summer 2
1. Recap: Words ending in -able and -ably 2. Recap: Words ending in -ible and -ibly 3. Recap: Words ending in -ant, -ance, and -ancy 4. Recap: Words ending in -ent, -ence, and -ency 5. Year 5/6 words: interrupt, prejudice, programme, queue, recommend, restaurant, rhyme, identity, secretary, shoulder	1. Recap: Words containing the letter string -ough (Y5/6 words: thorough) 2. Recap: Words with 'silent' letters (uncommon digraphs) 3. Recap: The /s/ sound spelt c before e, i and y (Y5/6 words: necessary, sincere, excellent, cemetery, criticise) 4. Recap: Adding the prefixes un-, dis- and mis- 5. Words that can be nouns and verbs (One week missing for SATs week)	1. Words with hyphens 2. The prefix over- 3. Words ending in a schwa sound written as '-er', 'or' and 'ar' (Y3/4/5/6 words: calendar, particular, popular, shoulder, soldier) 4. Words beginning with 'acc' (Y3/4/5/6 words: accident, accompany, accommodate, according) 5. Words containing 'phon' and 'sign' (Y5/6 words: signature) 6. Words containing 'sol' and 'real' 7. Words with origins in other countries and languages (Y5/6 words: restaurant)

Handwriting and Sentence Structure Knowledge

Children in Year 6 are given opportunities to develop fluency in transcription skills and practise sentence writing through:
- Handwriting practise to target gaps, where the process is carefully monitored.
- Using a range of strategies to spell correctly, including knowledge of morphology and etymology.
- Regular transcription and sentence writing practice through dictation.

- Thinking aloud to generate ideas and compose/improve sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

Grammar	Punctuation	Handwriting

Children are taught to extend their grammar knowledge and use of sentence structures to aid cohesion though:

- Using the passive voice to affect the presentation of information in a sentence.
- Extending sentence structures and aiding cohesion through linking ideas across paragraphs using a wider range of cohesive devices:
  - repetition of a word or phrase
  - grammatical connections (e.g. use of adverbials)
  - ellipsis
  - layout devices (e.g. headings, columns, bullet points).
- Converting nouns or adjectives into verbs using suffixes.
- Using tense to reference back or ahead, including the perfect form of verbs.
- Using relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.
- Indicating degrees of possibility using adverbs or modal verbs.

Children are taught to use punctuation accurately across all writing through:

- Using a semi-colon, colon and dash to mark the boundary between independent clauses.
- Using a colon to introduce a list and using semi-colons within lists.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using commas to clarify meaning or avoid ambiguity.

Children are taught to:

- Choose which shape letter to use when given choices.
- Decide, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for the task.
- Re-visit the four types of letter joins when needed.
- *N.B. Children should only be taught to write with a joined style once they can form letters securely with the correct orientation.*

Formality

Formal	Informal
Context-specific or technical vocabulary	Vernacular language
Avoid contacted form	Contracted form
Avoiding using 'I' or 'You'	Direct addresses
Serious, impersonal tone	Personal tone
Spelling, punctuation and grammar follows conventions	Use of sentence fragments and less formal punctuation (! … ')

Children in Year 6 continue to learn to write for different purposes. They are taught the importance of context, audience and purpose through:
- Showing an awareness of language and grammar typical of informal speech and that appropriate to reading and writing, selecting an appropriately formal or informal tone through use of taught language and grammar and drawing upon reading.
- Developing use of language and selecting word choices for clarity, effect on reader and/or context.
- Selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/ pronouns to reference back. Use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features.

	Character profiles	Contrasting setting descriptions	Story Writing (Retell or Own Version)
	Children learn to describe characters and settings linked to books or topics.		Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.
Structure and Organisation	• Introduce the character to the reader • Describe the character's appearance (distinctive features) and personality in a logical and cohesive order • Create more than one profile to show contrasting characters or the same character from a contrasting point of view	• Introduce the setting to the reader • Describe the setting (distinctive features) using different senses • Organise the description so it moves through the setting to aid cohesion, ensuring features are described in a logical and cohesive order • Create more than one setting description to show contrasting settings or the same setting from a different time or a contrasting point of view	• Create a title which hints at the theme • Include a beginning which introduces the character, setting and atmosphere – this may also take the form of a flashback/flash-forward • Include a build up which hints at what is going to happen next • Include a problem or dilemma • Include a resolution where the problem is solved • Include an ending which details the characters' feelings and ties together the threads of detail • Organise writing into paragraphs • Use a range of cohesive devices to aid flow
Grammatical Features	• Use a wide range of co-ordinating and subordinating conjunctions in varying positions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use pronouns to refer back to subject/object • Select the correct tense and apply consistently (may vary) • Maintain person and subject-verb agreement consistently and accurately (may change person to address the reader) • Use brackets, dashes and/or commas to indicate parenthesis • Use hyphens to avoid ambiguity • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons	• Use a wide range of co-ordinating and subordinating conjunctions in varying positions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use pronouns to refer back to subject/object • Select the correct tense and apply consistently (may vary) • Maintain person and subject-verb agreement consistently and accurately (may change person to address the reader) • Use brackets, dashes and/or commas to indicate parenthesis • Use hyphens to avoid ambiguity • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons	• Use a wide range of co-ordinating and subordinating conjunctions in varying positions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use direct/reported speech with accurate punctuation • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use pronouns to refer back to subject/object • Select the correct tense and apply consistently (may vary) • Maintain person and subject-verb agreement consistently and accurately (may change person to address the reader) • Use brackets, dashes and/or commas to indicate parenthesis • Use hyphens to avoid ambiguity • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons
Language Features	• Use precise adjectives, adverbs and prepositions to create effect, choosing contrasting words to convey difference • Use figurative language to add detail and description and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification) • Use 'show don't tell' techniques to encourage the reader to make inferences • Create a feeling of the character through use of language, sentence structure and punctuation for effect. • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Use different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb) • Use dialogue purposefully to aid characterisation and/or advance the action • Select vocabulary that matches the level of formality required	• Use precise adjectives, adverbs and prepositions to create atmosphere and effect, choosing contrasting words to convey difference • Use figurative language to add detail and description and evoke mood and atmosphere (similes, metaphors, pathetic fallacy and personification) • Use 'show don't tell' techniques to encourage the reader to make inferences • Create atmosphere through use of language, sentence structure and punctuation for effect. • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Use ellipsis to aid cohesion • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Use different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb) • Select vocabulary that matches the level of formality required	• Use precise adjectives, adverbs and prepositions to create atmosphere and effect • Use figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification) • Use 'show don't tell' techniques to encourage the reader to make inferences • Create atmosphere through use of language, sentence structure and punctuation for effect. • Use foreshadowing techniques through language choices • Use changes of scene to move the plot on or to create a break in the action • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Use ellipsis to aid cohesion or create suspense • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Use different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb) • Use dialogue purposefully to aid characterisation and/or advance the action • Select vocabulary that matches the level of formality required

Text Types

	Diary Recounts (imagined or in role)	Broadsheet Newspaper Report	Free Verse Poetry
	Children learn to recount from different, contrasting characters' viewpoints in the form of more than one diary entry, focusing on including emotions and feelings.	Children learn to recount and inform through writing newspaper reports that could be found in a broadsheet newspaper.	Children explore and experience a range of poetry through reading. In writing, they learn to compose free verse poems.
Structure and Organisation	• Include the dates the diary entries were written • Include an opening, providing context and details of feelings about the day/event • Organise the main body into paragraphs • Organise the information chronologically • Include only significant/relevant events or information • Include a closing reflection, revealing the writer's feelings, hopes and fears for the future.	• Include a headline that makes a direct statement, avoiding puns or jokey headlines • Include a by-line with who is reporting • Organise the article in columns • Possibly include an image/map/table with caption • Begin with an introduction which summarises the report (4Ws) • Use paragraphs to sequence the events, adding more information and facts and answering how/why the event happened with some bias • Close with a final comment about the article to re-orientate the reader, ensuring closing refers back to beginning	• Choose a theme to write about • Write freely with no fixed rhythm or syllable pattern • Make choices about where the lines break, using longer and shorter lines for effect • Use imagery
Grammatical Features	• Manage the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event and future to state what is going to happen • Use a wide range of co-ordinating and subordinating conjunctions in varying positions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use exclamatory sentences and rhetorical questions • Use pronouns to refer back to subject/object • Use first person and subject-verb agreement consistently and accurately • Use reported speech to recount spoken word • Use modal verbs and adverbials to indicate possibility • Use subjunctive mood to indicate hopes and desires • Use brackets, dashes and/or commas to indicate parenthesis • Use direct addresses such as question tags • Use hyphens to avoid ambiguity • Use dashes to mark the boundary between clauses, adding emphasis or surprise • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons	• Manage the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event and future to state what is going to happen • Use inverted commas to show direct speech (e.g. witness statements) and reported speech where appropriate (e.g. to sum up opinions or gloss over detail) • Use a wide range of co-ordinating and subordinating conjunctions in varying positions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use third person and subject-verb agreement consistently and accurately • Use modal verbs and adverbs to indicate possibility or probability • Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover) • Use brackets, dashes and/or commas to indicate parenthesis • Use colons to introduce a list and semi-colons within lists • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Use hyphens to avoid ambiguity	• Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect
Language Features	• Use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings • Include opinions as well as facts • Use personal pronouns • Use language to reflect the role, thinking about formality and reflecting the overall theme and viewpoint • Use noun phrases to aid cohesion and add further detail • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest	• Maintain a suitable formal, neutral and unbiased tone (reporting the facts without the author's opinion) with an emphasis on disseminating information • Present relevant information concisely • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Select words and phrases that support the "theme" of the newspaper report e.g. a positive event will use positive imagery/word choices throughout • Use specific names of people and places	• Use noun phrases and adjectives to describe • Use figurative language to describe, including similes, metaphors, alliteration, personification and idioms • Draw upon senses and use onomatopoeia • Use precise and emotive vocabulary to express thoughts • Choose whether to use rhyme

Text Types

	Persuasive Letters	Persuasive Website	Non-Chronological Report (Encyclopaedia/Choice Piece)
	Children learn to persuade the audience to make changes to their habits through a speech.	Children learn to persuade a visitor to go somewhere in the form of a brochure.	Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.
Structure and Organisation	• Include the sender's and recipient's address • Include the date the letter was written • Begin with a salutation (Sir/Madam if recipient is unknown) • Open by informing the reader of the purpose of the letter • Follow with the main body of the letter, presenting a point of view and persuading the reader to agree • Use paragraphs to organise ideas into sections, presenting facts clearly and focusing on one key argument per paragraph • Include a closing statement summarising the main points and reinforcing the request or opinion • End with a sign off (Yours faithfully if recipient is unknown, Yours sincerely if recipient is known)	• Include a clear, catchy website name and headline • Include an opening section which outlines the desirability of the destination • Use sub-headings and fact boxes to organise information • Organise the main body into short, engaging paragraphs • Select information to appeal to the audience • Include images, slogans/taglines, hyperlinks, adverts, call-to-action and/or testimonials • Include a conclusion which reiterates why the reader should visit and links to other areas of the website • Make organisational decisions about how the website should look, including additional hyperlinked pages, fact boxes, tables, captioned pictures, bullet points, linked activities	• Use a heading to introduce the topic • Write an introduction to outline the contents of the encyclopaedia page or choice piece • Use sub-headings to organise sections of information and to aid cohesion • Use paragraphs to organise related information, grouping information from the general to more specific detail • Make organisational decisions about how the page should look, including additional sections (e.g. key word glossary), fact boxes, tables, captioned pictures, bullet points, linked activities • Include cross-references or related topics for further reading.
Grammatical Features	• Use a wide range of co-ordinating and subordinating conjunctions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view • Use pronouns to refer back to subject/object • Use correct tense, person and subject-verb agreement consistently and accurately, including second person to address the reader directly • Use imperative verbs to 'call to action' • Use inverted commas accurately when including quotes or references • Use reported speech to recount spoken word • Use modal verbs and adverbials to indicate possibility, exploring model verbs that express certainty and necessity, and offer a promise or commitment • Use the subjunctive mood to express a possibility, doubt or a condition contrary to fact or to command, demand or suggest • Use bullet points or numbered lists for easy reading • Use colons to introduce a list and semi-colons within lists • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Use hyphens to avoid ambiguity • Use passive voice to affect the presentation of information within a sentence, e.g. using the passive to gain support of an audience without dictating who should be responsible for making the action happen	• Use a wide range of co-ordinating and subordinating conjunctions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view • Use pronouns to refer back to subject/object • Use correct tense, person and subject-verb agreement consistently and accurately, including second person to address the reader directly • Use imperative verbs to 'call to action' • Use inverted commas accurately when including quotes or references • Use reported speech to recount spoken word • Use modal verbs and adverbials to indicate importance and offer a promise or commitment • Use the subjunctive mood to express a possibility, wish or a suggestion • Use brackets, dashes and/or commas to indicate parenthesis • Use bullet points or numbered lists for easy reading • Use colons to introduce a list and semi-colons within lists • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Use hyphens to avoid ambiguity	• Use a wide range of co-ordinating and subordinating conjunctions to link ideas • Use multi-clause sentences (including subordinate and relative clauses) for detail and to add context • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use correct tense, third person and subject-verb agreement consistently and accurately • Use inverted commas accurately when including quotes or references • Use reported speech when talking about uncertain facts e.g. it is said that, some people say that • Use modal verbs adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information • Use brackets, dashes and/or commas to indicate parenthesis • Use bullet points or numbered lists for easy reading • Use colons to introduce a list and semi-colons within lists • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Use hyphens to avoid ambiguity • Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover) • Use the passive voice is to maintain an objective tone and to focus on the information or facts rather than who is performing the action
Language Features	• Present opinions as facts • Use emotive language to emphasise feelings • Use technical vocabulary to convey knowledge and expertise • Use comparisons (including comparatives and superlatives) and exaggeration • Use the rule of three and repetition to convince the reader • Use persuasive words and phrases, including emotive language and techniques such as pandering, condescension and concession (e.g. counter-argument statements to link ideas e.g. although there are some people who would argue that…,) • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Maintain an appropriate formality dependent on the writer and/or audience	• Present opinions as facts • Use emotive language to emphasise feelings • Use technical vocabulary to convey knowledge and expertise • Use the rule of three to convince the reader • Use comparisons (including comparatives and superlatives) and exaggeration • Use persuasive words and phrases, including emotive language and techniques such as pandering and condescension • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Maintain an appropriately formal/informal style to connect with the reader, depending on audience • Use alliteration for effect • Use hyperlinks for further information or actions.	• Maintain a suitable factual tone • Use clear and concise technical vocabulary to demonstrate factual knowledge • Use statistics and factual information to inform • Provide definitions of complex terms • Use noun phrases, adverbs and prepositions to provide specific, factual detail • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Present the facts neutrally and objectively, avoiding personal opinions

Text Types

	Explanation	Discussion
	Children learn to inform though explaining how or why something happen, choosing how to present this.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
Structure and Organisation	• Include a title which outlines what the explanation is for • Include an introduction outlining the topic and its importance • Use diagrams or flowcharts (if applicable) • Include a conclusion to summarise the explanation • Include fun facts or did you know boxes to include additional information	• Include a clear title which states the discussion topic (often a question) • Include an opening paragraph which summarises the discussion • Use paragraphs to outline arguments for and against in a logical order • Use examples and supporting evidence, including statistics, to support points made • Include a conclusion which outlines the writer's position or a summary of the discussion • *An alternative structure would be arguments and counter-arguments presented alternatively, one point at a time*
Grammatical Features	• Use a wide range of co-ordinating and subordinating conjunctions to link ideas, including those for cause and effect • Use multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use mainly present tense, first/third person and subject-verb agreement consistently and accurately • Use modal verbs adverbs to indicate possibility or probability • Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover) • Use brackets, dashes and/or commas to indicate parenthesis • Use the passive voice to describe processes or phenomena where the focus is on what happens rather than who does it • Use bullet points or numbered lists for easy reading • Use colons to introduce a list and semi-colons within lists • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Use hyphens to avoid ambiguity	• Use a wide range of co-ordinating and subordinating conjunctions to link ideas • Use subordinate and relative clauses, in varied positions, to add detail and context • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use mainly present tense, first/third person and subject-verb agreement consistently and accurately • Use modal verbs adverbs to indicate possibility or probability • Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover, on the contrary) • Use brackets, dashes and/or commas to indicate parenthesis • Use the subjunctive mood to discuss hypothetical situations, expressing what is imagined or suggested • Use the passive voice to present facts or general statements in a neutral, impersonal way • Use colons to introduce a list and semi-colons within lists • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Use hyphens to avoid ambiguity
Language Features	• Maintain a suitably formal tone • Avoid use of imperative verbs to distinguish explanation from instruction • Use a range of determiners to give precision and quantify • Use noun phrases only for essential information • Use explanatory language to explain processes clearly • Use technical vocabulary to demonstrate factual knowledge • Use noun phrases, adverbs and prepositions to provide specific, factual detail • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to • Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as	• Use emotive language to emphasise opinion and evoke response • Use technical vocabulary to convey knowledge and expertise • Use balanced language showing both sides of the argument (e.g., "on the one hand… on the other hand…"). • Maintain a suitably impersonal tone until the final paragraph, using impartial language to avoid bias (e.g., "some people believe," "others argue that"). • Use statistics to inform and evidence for both sides of the argument • Use noun phrases, adverbs and prepositions to provide specific, factual detail • Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition • Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest • Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as

As well as the Working Towards statements from the STA Teacher Assessment Framework, the teaching of writing in Year 6 should enable children to:

Transcription	*Apply taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.*
	Spell the Year 3/4 statutory words correctly.
	Spell the Year 5/6 statutory words mostly correctly.
	Maintain legibility in joined handwriting when writing at speed.
	Use editing skills to proof-read and correct errors in order to increase accuracy and sense.
Sentence Structure	Use the range of punctuation taught at KS2 mostly correctly within writing.
	Use verb tenses consistently and correctly throughout writing.
Composition	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
	Vary sentence structures to add detail, for emphasis and to avoid repetition.
	In narratives, describe settings, characters and atmosphere.
	Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Integrate dialogue in narratives to convey character and advance the action.
	Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	Evaluate and redraft sections of writing in order to enhance and improve.

*Please note that the statements in italics are LET criteria as opposed to statutory criteria.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	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).
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the range of punctuation taught at key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code

Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints	Writing effective narrative and non-narrative pieces for different purposes and audiences following Y6 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

Long Term Plan

Autumn					
	Recount (contrasting diary entries)	Narrative dialogue	Non-chronological report (encyclopaedia page)	Narrative (flashback)	Explanation Text
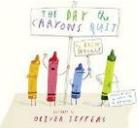
Spring					
Persuasive letters	Story episode (parallel narrators)	Broadsheet newspaper report	Narrative (with dialogue)	Contrasting setting descriptions	Discussion text
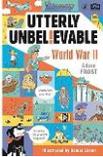
Summer					
Character profiles (contrasting perspectives)	Story episode (with dialogue)	Persuasive Website (London)	Non-Fiction Choice Piece	Free Verse Poetry	Whole School Write

Stimulus	The Place Value of Punctuation and Grammar		RUMAYSA
CAP	Basic sentence writing skills and practice through the PVPG scheme of work.	**Context:** Contrasting diary recounts (in role) **Audience:** Self **Purpose:** To recount events from different character perspectives	**Context:** Narrative dialogue **Audience:** Parents **Purpose:** To show character through dialogue
Main Focus	• Nouns (common and proper; collective and partitive, abstract) • Verbs and verb phrases (being (and 'to have') and action; regular and irregular, phrasal verbs) • Subject • Building single-clause sentences using subject/verb and using pronouns within these • Co-ordinating conjunctions • Compound subjects and dummy subjects • Gerunds	• Using informal writing features to match the context e.g. direct address to the reader, question tags etc. • Using the subjunctive mood to indicate hopes and desires. • Using modal verbs and adverbials to indicate possibility • Using a wide range of co-ordinating and subordinating conjunctions in varying positions to link ideas	• Punctuating direct speech accurately, including punctuation for the reporting clause. • Using speech for characterisation. • Using 'show don't tell' techniques to encourage the reader to make inferences. • Using different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb)
Additional Teaching Points		• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Managing the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event and future to state what is going to happen. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect. • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using first person and subject-verb agreement consistently and accurately. • Using reported speech to recount spoken word. • Using precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings. • Including opinions as well as facts. • Using personal pronouns. • Using noun phrases to aid cohesion and add further detail.	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect. • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader). • Using brackets, dashes and/or commas to indicate parenthesis. • Using precise adjectives, adverbs and prepositions to create atmosphere and effect. • Using figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification).
←→		• Rewrite one or more of the posts as a recount for a different audience e.g. a social media post, a blog, an online news article,, considering the structure and inclusion of thoughts and feelings based on the audience.	• Rewrite a section of the dialogue to show the characters in a different light.

Stimulus			
CAP	**Context:** Non-chronological report (encyclopaedia page) **Audience:** People with an interest in dragons/Year 5 (GD choice) **Purpose:** To inform readers about a Galapagos Flying Lizard	**Context:** Narrative (flashback) **Audience:** Year 4 (GD choice) **Purpose:** To entertain the reader, showing a shift in time to reveal something about the character or storyline	**Context:** Explanation text (double page spread) **Audience:** Scientists/Parents (GD choice) **Purpose:** To explain the process of evolution
Main Focus	• Using the simple present and present perfect tense. • Using relative clauses to add detail. • Using colons to introduce a list and semi-colons within lists. • Using hyphens to avoid ambiguity.	• Using multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect. • Using figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors and personification). • Using the simple past, past perfect and past progressive tense. • Using ellipsis to aid cohesion or create suspense.	• Using semi-colons to mark the boundary between independent clauses. • Using the passive voice to describe processes or phenomena where the focus is on what happens rather than who does it. • Using bullet points or numbered lists for easy reading. • Maintaining a suitably formal tone.
Additional Teaching Points	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using inverted commas accurately when including quotes or references. • Using reported speech when talking about uncertain facts e.g. it is said that, some people say that. • Using brackets, dashes and/or commas for parenthesis. • Using modal verbs adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information. • Using bullet points or numbered lists for easy reading. • Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Integrating dialogue in narratives to convey character and advance the action. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader). • Using brackets, dashes and/or commas to indicate parenthesis. • Using precise adjectives, adverbs and prepositions to create atmosphere and effect. • Using different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb).	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using a wide range of co-ordinating and subordinating conjunctions to link ideas, including those for cause and effect. • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using modal verbs adverbs to indicate possibility or probability. • Using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover). • Using brackets, dashes and/or commas to indicate parenthesis. • Using colons to introduce a list and semi-colons within lists. • Using hyphens to avoid ambiguity. • Avoiding use of imperative verbs to distinguish explanation from instruction. • Using a range of determiners to give precision and quantify. • Using explanatory language to explain processes clearly. • Using technical vocabulary to demonstrate factual knowledge. • Using noun phrases, adverbs and prepositions to provide specific, factual detail. • Using language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to. • Using fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as.
← →	• Rewrite a section of the non-chronological report for a different audience, thinking about the formality of the writing.	• Rewrite the flashback as a different form e.g. a letter, diary, newspaper report, series of notes.	• Rewrite all or a section of the explanation, changing the audience to younger children. Consider incorporating another form in the explanation e.g. flowchart, annotated diagrams, interview.

Stimulus			

CAP

Context: Persuasive letters **Audience:** A character (GD choice) **Purpose:** To persuade a character to do or change something	**Context:** Story episode (parallel narrators) **Audience:** Year 5 (GD choice) **Purpose:** To entertain the reader by telling the story from different perspectives	**Context:** Broadsheet newspaper report **Audience:** General public **Purpose:** To recount an event in the style of a broadsheet, writing factually and neutrally

Main Focus

• Using the subjunctive mood to express a possibility, doubt or a condition contrary to fact or to command, demand or suggest. • Using passive voice to affect the presentation of information within a sentence, e.g. using the passive to gain support of an audience without dictating who should be responsible for making the action happen. • Using persuasive words and phrases, including emotive language and techniques such as pandering, condescension and concession (e.g. counter-argument statements to link ideas e.g. although there are some people who would argue that...,). • Maintaining an appropriate formality dependent on the writer and/or audience.	• Using foreshadowing techniques through language choices • Using figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification). • Using colons to mark the boundary between independent clauses. • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	• Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Maintaining a suitable formal, neutral and unbiased tone (reporting the facts without the author's opinion) with an emphasis on disseminating information. • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. • Using inverted commas to show direct speech (e.g. witness statements) and reported speech where appropriate (e.g. to sum up opinions or gloss over detail).

Additional Teaching Points

• *Applying taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.* • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view. • Using pronouns to refer back to subject/object. • Using second person to address the reader directly. • Using imperative verbs to 'call to action'. • Using inverted commas accurately when including quotes or references. • Using reported speech to recount spoken word. • Using bullet points or numbered lists for easy reading. • Using colons to introduce a list and semi-colons within lists. • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons and dashes. • Using hyphens to avoid ambiguity. • Using modal verbs and adverbials to indicate possibility, exploring model verbs that express certainty and necessity, and offer a promise or commitment. • Presenting opinions as facts. • Using emotive language to emphasise feelings. • Use technical vocabulary to convey knowledge and expertise • Use comparisons (including comparatives and superlatives) and exaggeration • Use the rule of three and repetition to convince the reader	• *Applying taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.* • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Integrating dialogue in narratives to convey character and advance the action. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader) • Using brackets, dashes and/or commas to indicate parenthesis • Using hyphens to avoid ambiguity • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons and dashes. • Using different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb). • Creating atmosphere through use of language, sentence structure and punctuation for effect. • Using ellipsis to aid cohesion or create suspense.	• *Applying taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.* • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Managing the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event and future to state what is going to happen. • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using third person and subject-verb agreement consistently and accurately. • Using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover). • Using brackets, dashes and/or commas to indicate parenthesis. • Using colons to introduce a list and semi-colons within lists. • Using hyphens to avoid ambiguity. • Presenting relevant information concisely. • Selecting words and phrases that support the "theme" of the newspaper report e.g. a positive event will use positive imagery/word choices throughout. • Using specific names of people and places.

• Write a new letter, making a choice about one of the following:
  • the audience (formality)
  • the writer (point of view and formality)
  • the form (e.g. speech, social media post, advert)
	• Write a short text which could be incorporated within the text, making a choice about the following:
	  • the form (e.g. police report, letter, diary)
		• Make a choice to change to the newspaper report by:
		  • changing the audience (formality)
		  • changing the form (e.g. tabloid, local newspaper, online article, script for TV news report, social media posts)

Stimulus			
CAP	**Context:** Narrative (with dialogue) **Audience:** Parents (GD choice) **Purpose:** To entertain the reader, engaging them in the character through use of dialogue and using this to advance the action	**Context:** Contrasting setting descriptions **Audience:** Year 6 friends (GD choice) **Purpose:** To entertain the reader, showing a change in atmosphere in each description	**Context:** Discussion text **Audience:** Year 6 friends (GD choice) **Purpose:** To present two sides of an argument, using word and phrases that support the overall viewpoints of the discussion
Main Focus	• Using figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification). • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, colons and dashes. • Using multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect. • Integrating dialogue in narratives to convey character and advance the action.	• Using figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors, pathetic fallacy and personification). • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Using precise adjectives, adverbs and prepositions to create atmosphere and effect, choosing contrasting words to convey difference. • Creating atmosphere through use of language, sentence structure and punctuation for effect.	• Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. • Using balanced language and conjunctive adverbs showing both sides of the argument (e.g., on the one hand... on the other hand..., however, therefore, in addition, also, moreover, on the contrary). • Using the passive voice to present facts or general statements in a neutral, impersonal way. • Using the subjunctive mood to discuss hypothetical situations, expressing what is imagined or suggested.
Additional Teaching Points	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using foreshadowing techniques through language choices. • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader) • Using brackets, dashes and/or commas to indicate parenthesis • Using hyphens to avoid ambiguity • Creating atmosphere through use of language, sentence structure and punctuation for effect. • Using different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb). • Using ellipsis to aid cohesion or create suspense.	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader) • Using brackets, dashes and/or commas to indicate parenthesis • Using hyphens to avoid ambiguity • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons • Using 'show don't tell' techniques to encourage the reader to make inferences • Using ellipsis to aid cohesion • Using different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb).	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Maintaining a suitably impersonal tone until the final paragraph, using impartial language to avoid bias (e.g., "some people believe," "others argue that"). • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using modal verbs adverbs to indicate possibility or probability. • Using brackets, dashes and/or commas to indicate parenthesis. • Using colons to introduce a list and semi-colons within lists. • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. • Using hyphens to avoid ambiguity. • Using emotive language to emphasise opinion and evoke response. • Using technical vocabulary to convey knowledge and expertise. • Using statistics to inform and evidence for both sides of the argument. • Using noun phrases, adverbs and prepositions to provide specific, factual detail. • Using fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as.

←→	• Rewrite or write a section of the narrative, making a choice about one of the following:
	  • the perspective
	  • the atmosphere
	  • incorporating a flashback
	  • incorporating a different form (e.g. diary, letter, instructions, information)
		• Rewrite a section of one of the descriptions, making a choice about one of the following:
		  • the audience
		  • the atmosphere
			• Rewrite a section of the discussion making a choice about one of the following:
			  • the form (e.g. podcast script, magazine article, letters to the editor, social media comments)
			  • the audience
			  • the perspective (e.g. weighting the discussion more to one side rather than being balanced)

Stimulus		
CAP	**Context:** Character profiles (contrasting perspectives) **Audience:** Year 6 friends (GD choice) **Purpose:** To describe a character in a positive and negative light	**Context:** Story episode (with dialogue) **Audience:** Parents (GD choice) **Purpose:** To entertain the reader, clearly distinguishing between characters, engaging them and making them invest in a character's fate
Main Focus	• Using precise adjectives, adverbs and prepositions to create effect, choosing contrasting words to convey difference. • Using figurative language to add detail and description and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification). • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	• Using figurative language to add detail and descriptions and evoke mood and atmosphere (similes, metaphors, pathetic fallacy, micro-expressions and personification). • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, colons and dashes. • Integrating dialogue in narratives to convey character and advance the action. • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
Additional Teaching Points	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Vary sentence structures to add detail, for emphasis and to avoid repetition.* • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader). • Using brackets, dashes and/or commas to indicate parenthesis. • Using 'show don't tell' techniques to encourage the reader to make inferences. • Creating a feeling of the character through use of language, sentence structure and punctuation for effect. • Use different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb).	• *Applying taught spelling strategies* including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Vary sentence structures to add detail, for emphasis and to avoid repetition.* • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using foreshadowing techniques through language choices. • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using pronouns to refer back to subject/object. • Maintaining person and subject-verb agreement consistently and accurately (may change person to address the reader) • Using brackets, dashes and/or commas to indicate parenthesis • Using hyphens to avoid ambiguity • Creating atmosphere through use of language, sentence structure and punctuation for effect. • Using different sentence openers, such as an adjective, list of adjectives, -ing participle or –ed participle (with or without adverb). • Using multi-clause sentences (including subordinate and relative clauses) for detail and single clauses for effect. • Using ellipsis to aid cohesion or create suspense.

←→	• Write a positive or negative description of a character that they have created themselves.	• Rewrite or write a section of the narrative, making a choice about one of the following:
		  • the audience
		  • the perspective
		  • the atmosphere
		  • incorporating a flashback
		  • incorporating a different form (e.g. diary, letter, instructions, information)

Stimulus	LONDON	UTTERLY UNBELIEVABLE	THE FINAL YEAR	(open book icon)
CAP	**Context:** Persuasive Website (London) (GD choice) **Audience:** Visitors to London (GD choice) **Purpose:** To persuade people to visit a place and give information about the place, demonstrating appropriate language choices and structural features	**Context:** Non-Fiction choice piece **Audience:** Child's choice **Purpose:** To give information about an element of World War 2	**Context:** Free Verse Poetry **Audience:** Children of Hurworth Primary School **Purpose:** To share feelings about our time at school	Whole School Write To link to whole school context
Main Focus	• Using persuasive words and phrases, including emotive language and techniques such as pandering and condescension. • Using modal verbs and adverbials to indicate importance and offer a promise or commitment. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • Maintaining an appropriately formal/informal style to connect with the reader, depending on audience.	• Using the passive voice is to maintain an objective tone and to focus on the information or facts rather than who is performing the action. • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Using reported speech when talking about uncertain facts e.g. it is said that, some people say that. • Making correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons.	• Using figurative language to describe, including similes, metaphors, alliteration, personification and idioms. • Drawing upon senses and using onomatopoeia.	
Additional Teaching Points	• *Applying taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.* • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • Using a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view. • Using pronouns to refer back to subject/object. • Using correct tense, person and subject-verb agreement consistently and accurately, including second person to address the reader directly. • Use imperative verbs to 'call to action'. • Use inverted commas accurately when including quotes or references. • Use reported speech to recount spoken word. • Use the subjunctive mood to express a possibility, wish or a suggestion. • Use brackets, dashes and/or commas to indicate parenthesis. • Use bullet points or numbered lists for easy reading. • Use colons to introduce a list and semi-colons within lists. • Make correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. • Use hyphens to avoid ambiguity. • Presenting opinions as facts. • Using emotive language to emphasise feelings. • Using technical vocabulary to convey knowledge and expertise. • Using the rule of three to convince the reader. • Using comparisons (including comparatives and superlatives) and exaggeration. • Using alliteration for effect. • Using hyperlinks for further information or actions.	• *Applying taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.* • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense.* • Using the range of punctuation taught at KS2 mostly correctly within writing. • Using verb tenses consistently and correctly throughout writing. • Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • *Varying sentence structures to add detail, for emphasis and to avoid repetition.* • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Using correct tense, third person and subject-verb agreement consistently and accurately. • Using inverted commas accurately when including quotes or references. • Using modal verbs adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information. • Using brackets, dashes and/or commas to indicate parenthesis. • Using bullet points or numbered lists for easy reading. • Using colons to introduce a list and semi-colons within lists. • Using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover). • Using hyphens to avoid ambiguity. • Maintaining a suitable factual tone for the audience chosen. • Using clear and concise technical vocabulary to demonstrate factual knowledge. • Using statistics and factual information to inform. • Providing definitions of complex terms. • Using noun phrases, adverbs and prepositions to provide specific, factual detail. • Presenting the facts neutrally and objectively, avoiding personal opinions.	• *Applying taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.* • *Spelling the Year 3/4 statutory words correctly.* • *Spelling the Year 5/6 statutory words mostly correctly.* • Maintaining legibility in joined handwriting when writing at speed. • *Using editing skills to proof-read and correct errors in order to increase accuracy and sense..* • *Vary sentence structures to add detail, for emphasis and to avoid repetition.* • *Evaluating and redrafting sections of writing in order to enhance and improve.* • Using noun phrases and adjectives to describe. • Using precise and emotive vocabulary to express thoughts • Choosing whether to use rhyme	

←→	• Rewrite a section of the persuasive website, making a choice about one of the following:
	   • audience
	   • form (e.g. travel guide, picture book for children, Trip Advisor post and comments)
	   • perspective (e.g. discouraging visiting specific places)
	   • incorporating another form e.g. instructions, directions, information, explanation
			• Rewrite or write a new poem, making a choice about one of the following:
			   • perspective (change or dual)
			   • form
			   • provoking a different feeling	