<u>**Year 6 Writing Framework**</u>

The following writing framework should be taught with the following themes running through all units of work:

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Pupils should be taught to plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own,
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wider range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tenses throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which,
- where, when, whose, that or with an implied (i.e. omitted) pronoun
- Learning the grammar for Y5/6 in English appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussion their writing and reading

(pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so they can discuss their reading and writing

C= Coverage   N = New Learning   R = Recall of prior learning   S – Spellings (SR =spelling recall) Non-Negotiables – things that must be learned by all learners

| Non-negotiables – what MUST be embedded learning in the vast majority of children. | Non-negotiables – children MUST be able to do these consistently in their work to be assessed as meeting EXS standard
Assess for these at the beginning of the term and provide a short programme of intervention if any of these are missing:
Basic sentence punctuation – capital letters, full stops, exclamation marks, colons, semi-colons
How to plan and draft writing adapting this to different genres
Proof reading their work for spelling and punctuation errors including how to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
Knowledge and use of conjunctions to join clauses in a sentence ie expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
How to use inverted commas to denote speech with additional related punctuation
How to set work out in paragraphs including sub-headings and bullet points |
| **Non-negotiable spellings** | Spell words from Y 1/ 2 and Y 3 / 4 word lists (including common exception words) consistently correctly
Have a consistent understanding of the spelling of homophones and near homophones from Y 3/4. |

Terms	Autumn		Spring		Summer	
topics	WWII	WWII	Ancient Greece	Ancient Greece	Environment	Mountains
Coverage. Teachers must teach the conventions of the genre alongside GAPs and composition skills	**Recount – descriptive writing** • **Newspaper reports** • **diaries** Expose the children to a range of descriptive recounts in autobiographies, diaries and Writing in the first person Use the past tense Written in the order that it happened Use description effectively to make the reader see the picture clearly Using time connectives	**Information texts and non-chronological writing** Newspaper reports Children will usually be asked to research something relevant to their learning. Note making initially to draft the text Features include: • Main title • Sub-headings • Bullet points • Paragraphs • Pictures with captions •	**Narrative Form a fiction:** Historical, Fantasy and other fiction Read passages from narrative from a range of authors and cultures. Children need to listen to narrative and to read it aloud themselves. • Openings and endings • Character description • Plot, • Setting and atmosphere • Conflict Point of view – look at the protagonist and antagonist	**Performance** **Including poetry, drama, rap, movement** Read, discuss and talk about different forms of poetry. Look at poets from different cultures, countries and periods in history. Learn to write poems in a variety of styles inc acrostic, haiku, narrative and free verse. Read and evaluate a range of play scripts. Read aloud, perform and take on roles, examine characterisation. Look at the formal features of how a script is structured and set out including punctuation. Take narratives and script them as a performance.	**Persuasive writing adverts, posters etc.** Evaluate the effectiveness of a range of persuasive texts. • Repeated words • Alliterative words • A strong argument • Rhetorical questions • Capitalisation for effect • Humour Condensing a message	**Explanation** Understand what form an explanation text takes: Formal language in present tense Text arranged into numbered points Sub-headings to separate sections of text Use of time connectives May have some technical vocabulary Diagrams Pictures with captions glossary
			Assessment			**Assessment**

WEEKS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	C – Recount R – features of formal and informal recount. R – consistency of tenses – use past tense, recall past progressive and understand the difference R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R - Using commas to clarify meaning or avoid ambiguity in writing R - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	C – Information Texts R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R – revise and check the use of commas to clarify meaning or avoid ambiguity N - Punctuating of bullet points to list information N – layout devices (for example headings, sub-headings, columns, bullets, or tables to structure text.	C - Narrative In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R – recall how to check for the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register R - Using commas to clarify meaning or avoid ambiguity	C - performance R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R – what is a modal verb? R – indicating degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (might , should, would) R – Consistently use commas to clarify meaning or avoid ambiguity	C – persuasive Writing R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R – revise and embed the skills of checking for the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register R – Consistently use commas to clarify meaning or avoid ambiguity N - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun	C – Explanation Texts R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R – colons to introduce a list and correct use of semi-colons, colons R – hyphens to avoid ambiguity R – using commas to clarify meaning or avoid ambiguity R – punctuating bullet points consistently R – learn how to use brackets, dashes or commas to indicate parenthesis
2	R - Using commas to clarify meaning or avoid ambiguity in writing R - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	R – recall how to check for the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register R - Using commas to clarify meaning or avoid ambiguity N – learn and use devices to build cohesion within a paragraph (for example then, after, that, this, firstly)	R - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun N – the use of the passive to affect the presentation of information in a sentence (for example *I broke the window in the greenhouse* versus *the window in the greenhouse was broken (by me)*	R – what is a modal verb? R – indicating degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (might , should, would) N - Using modal verbs or adverbs to indicate degrees of possibility	R - learn how to precis longer passages R - Punctuating of bullet points to list information N – Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis	R - learn how to precis longer passages
3	R - Using commas to clarify meaning or avoid ambiguity in writing R - Recognising vocabulary and structures that are appropriate	R – recall how to check for the correct subject and verb agreement when using singular and plural, distinguishing between the	R – Consistently use commas to clarify meaning or avoid ambiguity N – the use of the passive to affect the presentation of	R – recognising and deliberately selecting modal verbs R – indicating degrees of possibility using adverbs (for	R – Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (for	R - Using semi-colons or dashes to mark boundaries between independent clauses

	for formal speech and writing, including subjunctive forms N – learn how to check for the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	language of speech and writing and choosing the appropriate register R – Consistently use commas to clarify meaning or avoid ambiguity R – choose confidently and use devices to build cohesion within a paragraph (for example then, after, that, this, firstly)	information in a sentence N – learn how to use the perfect form of verbs to mark relationships of time and cause	example perhaps, surely) or modal verbs (might , should, would) R – securely converting nouns or adjectives into verbs using suffixes (for example –ate, -ise, -ify)	example, the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis N - Using passive verbs to affect the presentation of information in a sentence	
4	R - Using commas to clarify meaning or avoid ambiguity in writing R - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms R – learn how to check for the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	R - Using expanded noun phrases to convey complicated information concisely N – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in – enter)	R – Consistently use commas to clarify meaning or avoid ambiguity R – the use of the passive to affect the presentation of information in a sentence R – learn how to use the perfect form of verbs to mark relationships of time and cause	R – using and adding verb prefixes dis-, de-, mis- , over-	R – Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis R - Using passive verbs to affect the presentation of information in a sentence N- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example – it's raining; I'm fed up)	
5	R - Using commas to clarify meaning or avoid ambiguity in writing R - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms R – learn how to check for the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register N- how words are related by meaning as synonyms and	R - Using expanded noun phrases to convey complicated information concisely R – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in – enter)	R – Consistently use commas to clarify meaning or avoid ambiguity R – the use of the passive to affect the presentation of information in a sentence R – learn how to use the perfect form of verbs to mark relationships of time and cause	N – the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as *If I were* or *were they to come* in some very formal writing and speech.	R- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example – it's raining; I'm fed up) N – Use of the colon to introduce a list and use of semi-colons within a list	R - Using semi-colons or dashes to mark boundaries between independent clauses

	antonyms (for example, big, large, little)					
6	R – check pupils understand all features of selected formal recount. R - Ensure learners are Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R- how words are related by meaning as synonyms and antonyms (for example, big, large, little)	R - Using expanded noun phrases to convey complicated information concisely R – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in – enter)	Assessment Week	R – the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as *If I were* or *were they* *to come* in some very formal writing and speech.	R- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example – it's raining; I'm fed up) R – Use of the colon to introduce a list and use of semi-colons within a list	Assessment Week
Terminology check for each term	Subject Object Synonyms antonyms	Subject object Active passive Synonyms antonyms	Subject object Active passive Synonyms antonyms	Subject object Active passive Synonyms antonyms	Subject object Active passive Ellipsis Semi-colon Bullet points	Subject object Active passive Ellipsis Semi-colon Bullet points Hyphen
Spelling patterns	• Words ending in -cious • Words ending in -tious • Words ending in -cial • Words ending in -tial • Words ending in -ant	• Words ending in –ance • Words ending in -ancy • Words ending in -ent • Words ending in -ence • Words ending in -ency	• Words ending in -able • Words ending in –ible • Words ending in -ably • Words ending in -ibly • Adding suffixes beginning with vowel letters to words ending in –fer.	• Use of the hyphen. • Words with the 'I' sound spelt 'ei' after c. • Words containing the letter string 'ough' • Words with silent letters • Homophones and other words that are confused.	Consolidation	Consolidation
Common Exception Words	Accommodate Accompany According Achieve Aggressive Amateur	Correspond Criticise Curiosity Definite Embarrass Environment	Interfere Interrupt Language Leisure Lightning Marvellous	Relevant Restaurant Rhyme Rhythm Sacrifice Secretary	Consolidation	Consolidation

Ancient Apparent Appreciate Attached Available Average Awkward Bargain Bruise Category Cemetery Committee Communicate Community Competition Conscience Conscious Controversy Convenience	Equipped Equipment Especially Exaggerate Excellent Existence Explanation Familiar Foreign Forty Frequently Government Guarantee Harass Hindrance Identity Immediate Immediately Individual	Mischievous Muscle Necessary Neighbour Nuisance Occupy Occur Opportunity Parliament Persuade Physical Prejudice Privilege Profession Programme Pronunciation Queue Recognise recommend	Shoulder Signature Sincere Sincerely Soldier Stomach Sufficient Suggest Symbol System Temperature Thorough Twelfth Variety Vegetable Vehicle yacht		