Writing End Points – Year 6

Y6: In addition to KS1, lower KS2 and Y5 knowledge:	Component Knowledge
Pupils know that:	**Pupils know how to:**
• A long sentence can be simple, compound or complex. A short sentence can be simple, compound or complex. • In narrative and non-narrative writing, there is a range of purposes for using shorter and longer sentences.	• Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses. • Use a full range of punctuation correctly. Pupils learn to write with decreasing scaffolding for a range of purposes and audiences.

Composite Knowledge

Letter formation / Handwriting

In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.
- choose the writing implement which is best suited for a task.

Transcription

- write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Planning, Drafting and Editing

In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- note down and develop initial ideas, drawing on reading and research where necessary.
- use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- use a wide range of devices to build cohesion within and across paragraphs.
- consistently proofread for spelling and punctuation errors.
- make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
- use blue editing pens independently.

Audience, Purpose and Structure

In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- 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 (including literary language, characterisation, structure, etc.).
- distinguish between the language of speech and writing and to choose the appropriate level of formality.
- select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Sentence Structure (Including punctuation and grammar)

Writing End Points – Year 6

- ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- use the subjunctive form in formal writing.
- use the perfect form of verbs to mark relationships of time and cause.
- use the passive voice accurately within appropriate pieces.
- use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.")
- use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Terminology

Recognise and use the terms:

- Subject
- Object
- Active
- Passive
- Synonym
- Antonym
- Ellipsis
- Hyphen
- Colon
- Semi-colon
- Bullet points

Phonic & Whole word spelling

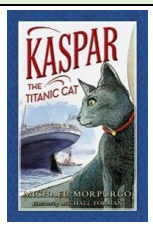
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

Other word building spelling

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Contexts for writing (Genre & Purpose)

Autumn 1

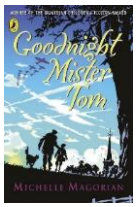


Genre

Writing to entertain:
Setting Description – Titanic.

Writing to persuade:
Letter – Letter of complaint in regarding to VIP cabins.

Spring 1

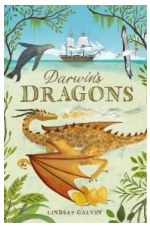


Genre

Writing to entertain:
Character Description of Mr Tom

Writing to inform:
Non Chron Report – How to help the war effort

Summer 1



Genre

Writing to entertain: Traditional Tale Traditional Tale of one of the animals discovered.

Writing to inform:
Recount (Biography) – Charles Darwin

Writing End Points – Year 6

<table>
<tr>
<td>Context
Kaspar the Titanic Cat is a strong choice for a Year 6 setting description unit because its vivid descriptions of the Titanic provide rich vocabulary and imagery for children to explore, while linking back to their Year 5 learning about the Titanic and allowing them to build on their existing historical knowledge</td>
<td>Context
Goodnight Mister Tom is a strong choice for a Year 6 character description unit because its rich characters, particularly Tom and Willie, give children plenty of opportunities to explore appearance, personality, emotions and relationships, while linking to their previous learning about World War II and life during this period.</td>
<td>Context
Darwin's Dragons is a strong choice for a Year 6 traditional tale story-writing unit because its adventure, mythical creatures and links to Charles Darwin provide inspiration for creating imaginative stories, while building on children's previous learning about Darwin and his discoveries.</td>
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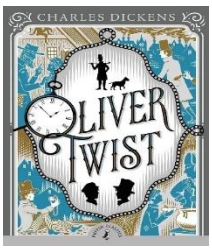
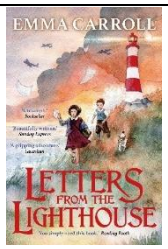
<td><u>Autumn 2</u>


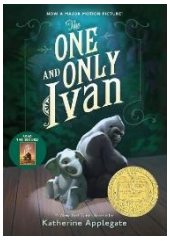
Genre
Writing to entertain:
Portal Story – Victorian London

Writing to inform: Recount
Diary – Victorian Workhouse

Context
Oliver Twist is a strong choice for Year 6 writing because its engaging characters, Victorian setting and themes provide rich opportunities for descriptive and creative writing, while building on children's previous learning about Victorian life in Year 5.</td>
<td><u>Spring 2</u>


Genre
Writing to entertain:
Overcoming the Monster – Blitz story

Writing to discuss:
Discussion Balanced Argument - Evacuation in World War 2

Context
Letters from the Lighthouse is a strong choice for Year 6 story writing and balanced argument work because its engaging WWII setting provides opportunities to explore characters, events and different viewpoints, while building on children's previous learning about World War II in Year 5 and encouraging them to consider different perspectives when forming arguments.</td>
<td><u>Summer 2</u>


Genre
Writing to entertain:
Quest Story –How to free Ivan

Writing to persuade:
Persuasive Writing – Why Ivan should be free?

Context
The One and Only Ivan is a strong choice for a Year 6 quest story and persuasive writing unit because its themes of adventure, friendship, animal welfare and freedom provide inspiration for creative storytelling and persuasive arguments, while linking to children's previous learning about rainforests and animals.</td>
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