



## Year 6 Writing Concept Map

Writing Key Concepts							
Transcription		Composition					
Handwriting	Spelling	Write with purpose	Organise writing appropriately	Use imaginative description	Use sentences appropriately	Analyse and edit writing	Present and perform writing
<b>Content from Year 5</b> <b>(to be reviewed in Autumn term)</b>		<ul style="list-style-type: none"> <li>Join words and join clauses using subordination and co-ordination.</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</li> <li>Use expanded noun phrases.</li> <li>Use tenses accurately.</li> <li>Use different sentence forms.</li> <li>Use direct speech.</li> <li>Use subordinate clauses.</li> <li>Use fronted adverbials.</li> <li>Use relative clauses.</li> <li>Use modal verbs.</li> <li>Use adjectives, adverbs, prepositions (including phrases) and conjunctions and determiners.</li> </ul>					
<b>Transcription - Spelling</b>		<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them.</li> <li>Spell words with silent letters.</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>Place the possessive apostrophe accurately in words with regular and irregular plurals.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> <li><i>Apply spelling rules as listed in the English appendix - RWI spelling scheme.</i></li> </ul>					

Transcription - Spelling Year 6	<ul style="list-style-type: none"> <li>Words ending in -ible and -able.</li> <li>Adding suffixes beginning with vowel letters to words ending in -fer.</li> <li>Use of the hyphen.</li> <li>Words with the /i:/ sound spelt ei after c.</li> <li>Words containing the letter-string ough.</li> <li>Words with 'silent' letters (k, g, l, n).</li> <li>Homophones.</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>Unit 1 - Suffixes</li> <li>Unit 2 - Suffixes</li> <li>Unit 3 - Suffixes</li> <li>Unit 4 - Suffixes</li> <li>Special focus 1 - Words containing the letter-string ough</li> <li>Special focus 2 - Orange words</li> <li>Special focus 3 - Homophones</li> <li>Special focus 4 - Orange words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 - Suffixes</li> <li>Unit 6 - Words with the sh sound spelt ti or ci</li> <li>Unit 7 - Words with the sh sound spelt si or ssi</li> <li>Unit 8 - Silent letters (silent k, g, l, n)</li> <li>Special focus 5 - Orange words</li> <li>Special focus 6 - Homophones</li> <li>Special focus 7 - Orange words</li> <li>Special focus 8 - Orange words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 9 - The spellings ei and ie</li> <li>Unit 10 - Words ending in -ible and -able</li> <li>Unit 11 - Plural nouns</li> <li>Unit 12 - Plural nouns</li> <li>Special focus 9 - Hyphens</li> <li>Special focus 10 - Homophones</li> <li>Special focus 11 - Orange words</li> <li>Special focus 12 - Homophones</li> </ul>
Common Exception Words  Year 6	accommodate, accompany, according, <b>achieve</b> , aggressive, <b>amateur</b> , <b>ancient</b> , <b>apparent</b> , appreciate, attached, <b>available</b> , average, awkward, <b>bargain</b> , bruise, <b>category</b> , cemetery, <b>committee</b> , <b>communicate</b> , <b>community</b> , competition, <b>conscience*</b> , <b>conscious*</b> , <b>controversy</b> , convenience, <b>correspond</b> , criticise, (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, <b>environment</b> , equip (-ped, -ment), especially, exaggerate, excellent, <b>existence</b> , <b>explanation</b> , familiar, <b>foreign</b> , forty, frequently, <b>government</b> , <b>guarantee</b> , <b>harass</b> , <b>hindrance</b> , <b>identity</b> , immediate(ly), individual, interfere, interrupt, <b>language</b> , <b>leisure</b> , lightning, marvellous, <b>mischievous</b> , muscle, necessary, neighbour, nuisance, <b>occupy</b> , <b>occur</b> , <b>opportunity</b> , <b>parliament</b> , persuade, <b>physical</b> , prejudice, <b>privilege</b> , <b>profession</b> , programme, pronunciation, <b>queue</b> , recognise, recommend, relevant, <b>restaurant</b> , rhyme, rhythm, sacrifice, <b>secretary</b> , <b>shoulder</b> , signature, sincere(ly), <b>soldier</b> , <b>stomach</b> , <b>sufficient</b> , suggest, symbol, system, temperature, thorough, <b>twelfth</b> , <b>variety</b> , vegetable, <b>vehicle</b> , <b>yacht</b>		
Transcription - Handwriting	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for a task.</li> <li>• Develop using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of their handwriting.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Plan, draft, write, evaluate and edit writing.</li> <li>• Note, develop and research ideas.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Select appropriate grammar and vocabulary.</li> <li>• Identify the audience and purpose of writing.</li> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Describe settings, characters and atmospheres and integrate dialogues to convey characters and advance the action in narratives.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns, prepositional phrases.</li> <li>• Use further organisational and presentational devices to structure texts and to guide the reader in non-narratives.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Use fronted adverbials.</li> <li>• Use commas after fronted adverbials.</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.</li> <li>• Use and punctuate direct speech.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use Standard English.</li> <li>• Use and understand the grammatical terminology for Year 6.</li> </ul>		
<b>Composition</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
			<ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis.</li> <li>• Use layout devices, e.g. headings, subheadings, columns, bullets or tables to structure text.</li> </ul>
<b>Composition - Vocabulary, grammar and punctuation</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<ul style="list-style-type: none"> <li>• Use synonyms and antonyms.</li> <li>• Understand and use a clear subject and object in sentences.</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a colon to introduce a list.</li> <li>• Use semi-colons within lists.</li> <li>• Use bullet points consistently to list information.</li> <li>• Use passive verbs to affect the presentation of information in a sentence.</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Use semi-colons, colons or dashes to mark boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Use ellipsis.</li> </ul>

		between independent clauses. • Use hyphens to avoid ambiguity.	
<b>Terminology</b>	Year 5 - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity  Year 6 - subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		