



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
Content from Year 5 (to be reviewed in Autumn term)		<ul style="list-style-type: none"> Join words and join clauses using subordination and co-ordination. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. Use expanded noun phrases. Use tenses accurately. Use different sentence forms. Use direct speech. Use subordinate clauses. Use fronted adverbials. Use relative clauses. Use modal verbs. Use adjectives, adverbs, prepositions (including phrases) and conjunctions and determiners. 					
Transcription - Spelling		<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell 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. Place the possessive apostrophe accurately in words with regular and irregular plurals. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <i>Apply spelling rules as listed in the English appendix - RWI spelling scheme.</i> 					

Transcription - Spelling Year 6	<ul style="list-style-type: none"> • Words ending in -ible and -able. • 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 (k, g, l, n). • Homophones.
Common Exception Words Year 6	accommodate, accompany, according, achieve , aggressive, amateur , ancient , apparent , appreciate, attached, available , average, awkward, bargain , bruise, category , cemetery, committee , communicate , community , competition, conscience* , conscious* , controversy , convenience, correspond , criticise, (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment , equip (-ped, -ment), especially, exaggerate, excellent, existence , explanation , familiar, foreign , forty, frequently, government , guarantee , harass , hindrance , identity , immediate(ly), individual, interfere, interrupt, language , leisure , lightning, marvellous, mischievous , muscle, necessary, neighbour, nuisance, occupy , occur , opportunity , parliament , persuade, physical , prejudice, privilege , profession , programme, pronunciation, queue , recognise, recommend, relevant, restaurant , rhyme, rhythm, sacrifice, secretary , shoulder , signature, sincere(ly), soldier , stomach , sufficient , suggest, symbol, system, temperature, thorough, twelfth , variety , vegetable, vehicle , yacht
Transcription - Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • 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. • Choose the writing implement that is best suited for a task. • 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. • Increase the legibility, consistency and quality of their handwriting.
Composition	<ul style="list-style-type: none"> • Plan, draft, write, evaluate and edit writing. • Note, develop and research ideas. • Choose the appropriate form of writing using the main features identified in reading. • Select appropriate grammar and vocabulary. • Identify the audience and purpose of writing. • Use the techniques that authors use to create characters, settings and plots. • Describe settings, characters and atmospheres and integrate dialogues to convey characters and advance the action in narratives. • Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns, prepositional phrases. • Use further organisational and presentational devices to structure texts and to guide the reader in non-narratives.

	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time and cause. • Use fronted adverbials. • Use commas after fronted adverbials. • Use commas to clarify meaning or avoid ambiguity in writing. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular. • Use and punctuate direct speech. • Use brackets, dashes or commas to indicate parenthesis. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure 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. • Use Standard English. • Use and understand the grammatical terminology for Year 6. 		
Composition	Autumn Term	Spring Term	Summer Term
			<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph. • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis. • Use layout devices, e.g. headings, subheadings,

			columns, bullets or tables to structure text.
Composition - Vocabulary, grammar and punctuation	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Use synonyms and antonyms. • Understand and use a clear subject and object in sentences. • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 	<ul style="list-style-type: none"> • Use a colon to introduce a list. • Use semi-colons within lists. • Use bullet points consistently to list information. • Use passive verbs to affect the presentation of information in a sentence. • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Use semi-colons, colons or dashes to mark boundaries between independent clauses. • Use hyphens to avoid ambiguity. 	<ul style="list-style-type: none"> • Use ellipsis.
Terminology	<p>Year 5 - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Year 6 - subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>		