Hallfield Primary School

Growing, Learning, Achieving Together

Year 6 Framework for Writing

A Structure for Writing

The sequence for teaching builds skills over time with a deep understanding of purpose for writing and writers' craft appropriate to the writing context and age and stage of the child. Some non-negotiables are outlined below:

Prior knowledge:

Teachers should be clear about the skills children have before entering the new teaching unit and how they are building on these to move children forward as well as introducing any new skills. Each year group and each term, the framework provides the non-negotiables to ensure teachers are confident in what children must know at each stage.

Content and Style

Through a well-chosen and pre-written model, children explore the content, authorial choices (writer's craft) and organisation of the text type. They must be given purpose to the writing and a specific audience. All of this is discussed before children begin writing through, for example, 'Box Success Criteria' (see p5).

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the age group. Contextual teaching and learning focus on learning about the authorial use of vocabulary and grammar for effect. Children practice this with drama, oral rehearsal and practise on whiteboards.

Editing and proof reading

Children employ the 3-step check (see page 6) across the whole unit, proof reading as they go. The new vocabulary and grammar focus that has been securely understood by children is applied to reviewing and editing children's first draft, using the tools of oral rehearsal and practice.

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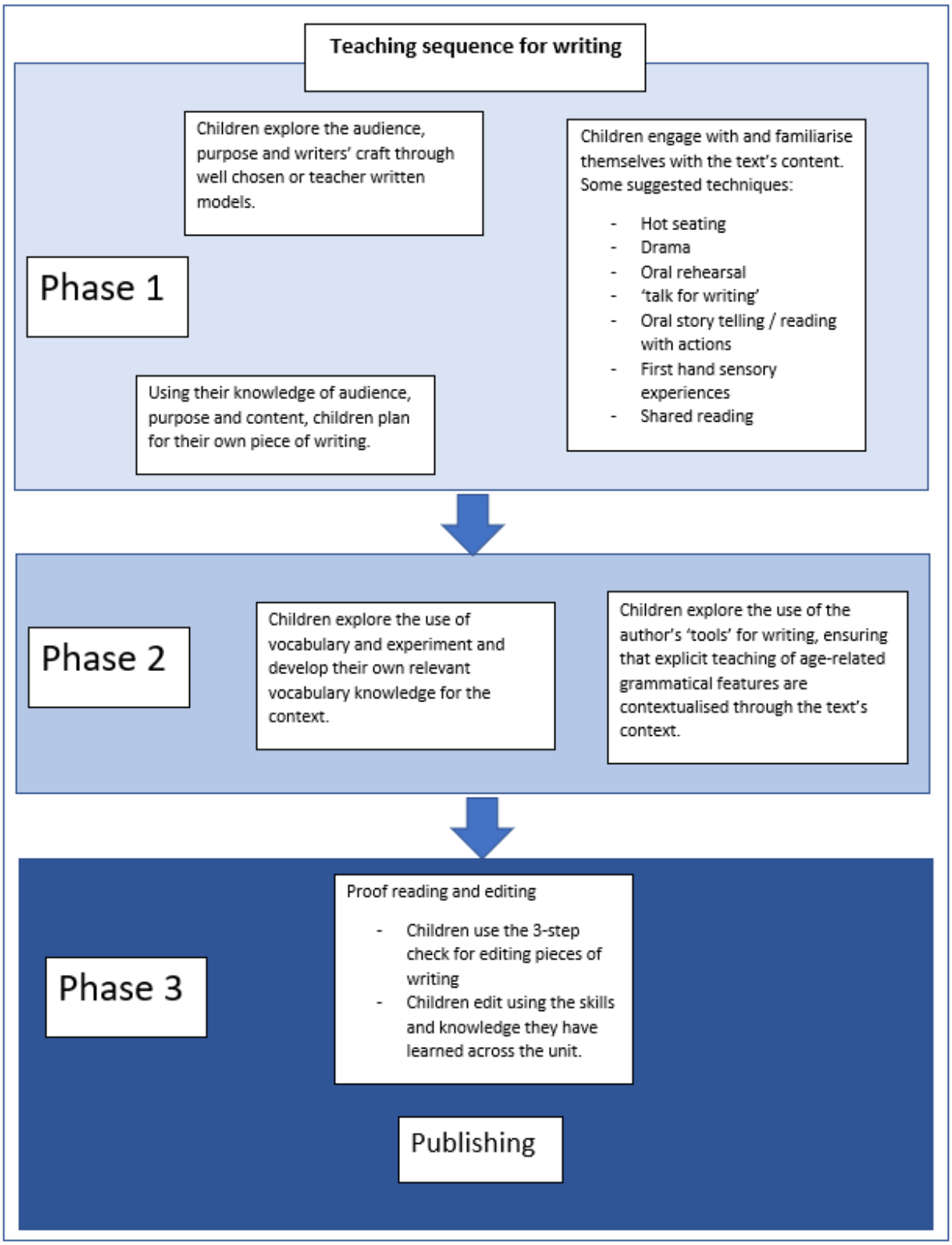

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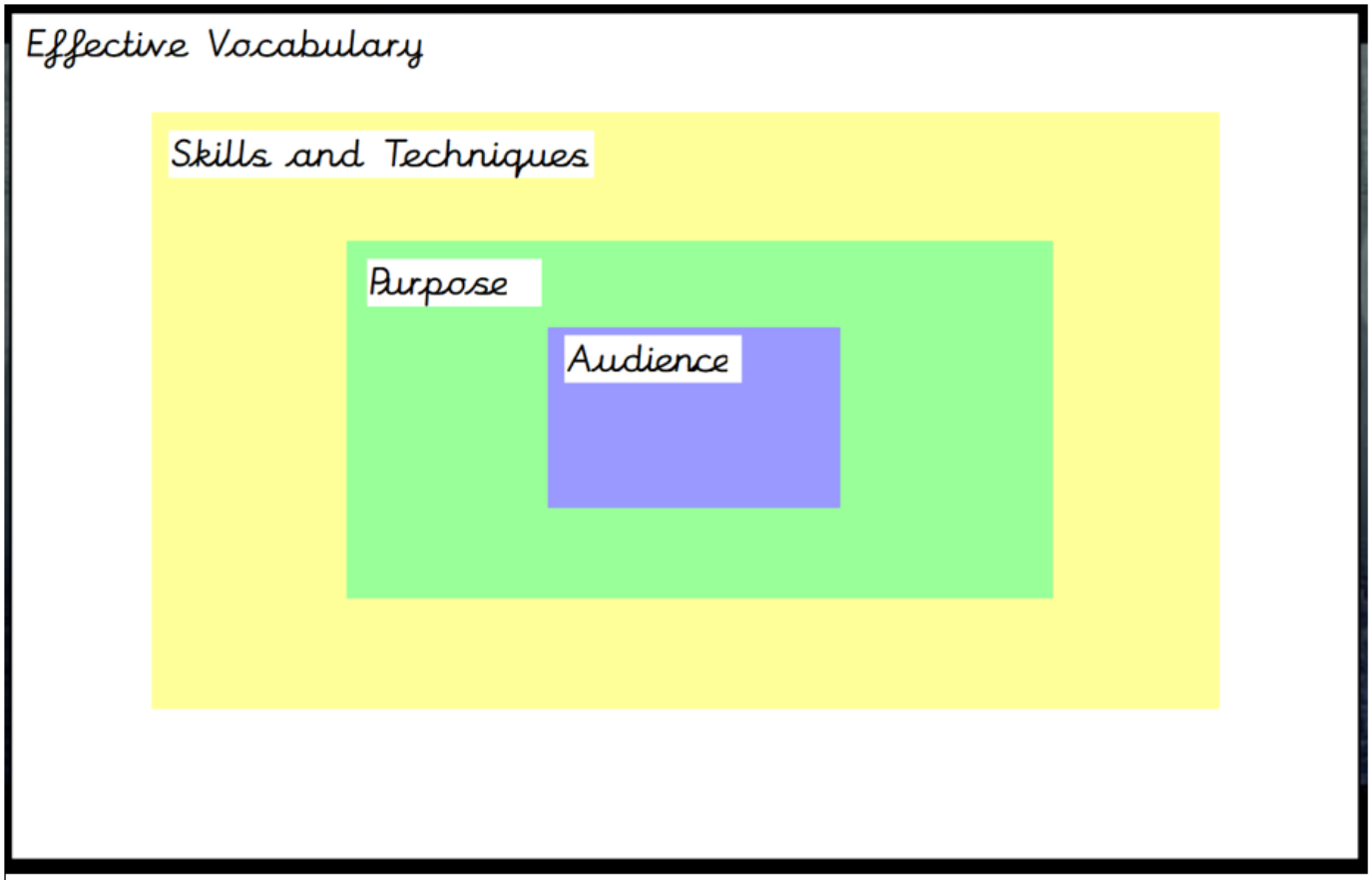
Year 6 Framework for Writing

Box Success Criteria



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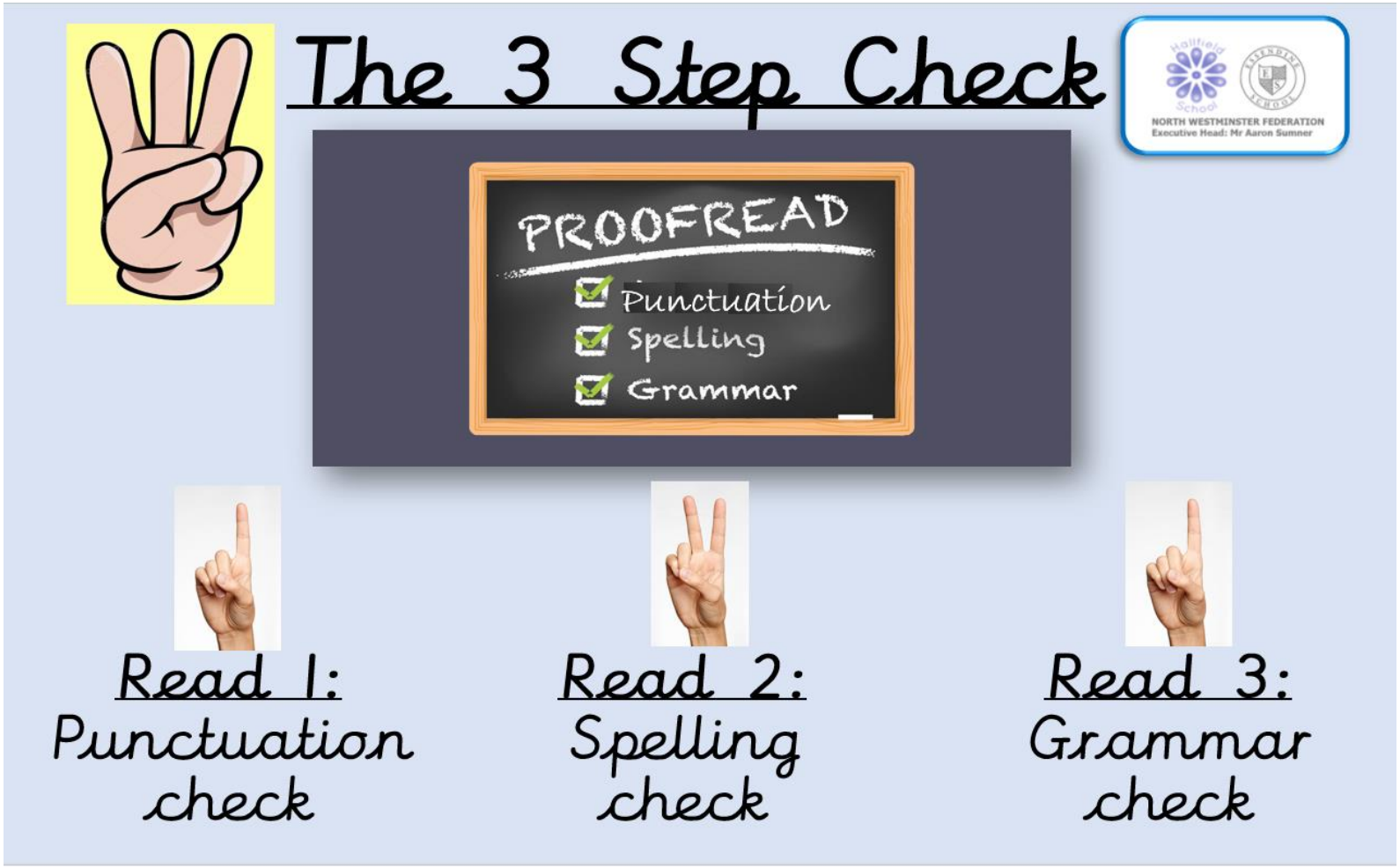

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Guidance for using the framework

This provides a summary for the term's outcomes

Summer Term	Year 1	Writing Curriculum
Overview :	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

This provides a list of the minimum expectations for a child in that term

Composition	*Vocab, Punctuation and Grammar*	*Spelling*	*Reading Links*
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)

The different areas of the Writing curriculum are broken down by term to support micro progression across the academic year.

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Year 6 Framework for Writing

Autumn Term	**Year 6**	**Writing Framework**
Overview:	Key Performance indicators:	
During this term, children engage with extracts and full texts that purvey the emotions of life during world war 2, learning to understand why sentences are constructed as they are through group and whole class discussion of language. Pupils consider the nuances in the author's vocabulary choice.	Children can: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Create atmosphere, and integrating dialogue to convey character and advance the action • Linking ideas across paragraphs using tense choices [for example, he had seen her before] • Write effective descriptions • Choose the appropriate register and distinguish between the informal language of speech and writing. • Demonstrate secure use of conjunctions • Punctuate accurately with commas, parenthesis, inverted commas and when using bullet points. • Use of the colon to introduce a list	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Using words related by meaning as synonyms and antonyms accurately • Making independent choices about when to use further organisational and presentational devices to structure text and to guide the reader. • Using different verb forms mostly accurately to engage the audience • Create atmposphere and intergrate dialogue to covery character. • Developing skills in précising longer passages of writing.	• Beginning to using a wide range of devices, inluding adverbials within sentences to build cohesion. • With the audience and purpose in mind, children use co-ordinating and subordinating conjunctions accurately. • Using expanded noun phrases to convey complicated information concisely. • Using noun phrases effectively to add detail, qualification and precision. • Correct use of inverted commas, commas for clarity and punctuation for parenthesis. • Correct punctuation of bullet points • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun	• Words ending inible, ibly/able, ably • Homophones ce/se • Statutory word list from • year 3-4 and 5-6. • Adding suffixes beginning with a vowel letters to words ending in fer. • Use of hyphen to join a prefix to a root word. • Using the first 3 or 4 letters of a word to check meaning in a dictionary and thesaurus. • Proof reading in a sentence and a paragraph.	• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Drawing inferences around characters' feelings, thoughts and motive from their actions and justifying inference with evidence.

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Spring Term	**Year 6**	**Writing Framework**
Overview:	Key Performance indicators:	
Children look at the organisation of their writing and language features with the audience and purpose in mind. They become more proficient in making purposeful choices to engage the reader and make their writing increasingly more fluid.	Children can: • With pupose, children use paragraphs to organise ideas independently across all texts types. • Use of the passive verb and voice to alter presentation of information • Using modal verbs or adverbs to indicate degrees of possibility effectively • Using a wide range of cohesive devices, including adverbials within sentences *and* across paragraphs • Use of repetition of a word or phrase as well as ellipsis within sentences and across paragraphs to show cohesion. • Demonstrate appropriate degrees of formality. • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Choosing layout devices to structure	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• With pupose, children use paragraphs to organise ideas independently across all texts types. • Create atmposphere and intergrating dialogue to covery character and advance the action. • Assess their writing to ensure consistent and accurate use of tense. • Children assess their own and other's writing using agreed criteria and beginning to use their own judgement. • Choose appropriate degrees of formality according to the text.	• Using a wide range of cohesive devices, including adverbials within sentences *and* across paragraphs • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using the subjunctive form in formal writing. • Choosing between noun phrases, adverbs, preposition phrases effectively to add detail, qualification and precision. • Effective use of modal verbs and adverbs • Punctuation is used effectively	• Silent letters rarer GPC (psalm, solemn) • Proof reading peer writing. • Endings tial, cial • Generating words from prefixes and roots • Statutory word lists for year 5 and year 6	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identifying how language, structure and presentation contribute to meaning

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Summer Term	**Year 6**	**Writing Framework**
Overview:	Key Performance indicators:	
Children continue to develop and consolidate their wider skills in spoken language to extend their confidence in the mastery of language through opportunities in public speaking, performance and debate. This reflects their growing understanding of how language and punctuation adds emphasis and detail to writing.	Children can: • Some correct use of semi colons, colons and hyphens, including to mark the boundaries between independent clauses. • Speak audibly and fluently with an increasing command of standard English, including poetry • Perform their own compositions using intonation, movement and volume appropriately so that the meaning is clear to their audience. • Assess the effectiveness of their own and others' work. • Précising longer passages	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Children indepenently evaluate their own and other's work enhancing the meaning and effect on the reader. • They use evaluations to precise their own work. • Characters are developed through a wide range of techniques including the inclusion of dialogue. • Atmosphere is developed through description and with dialogue to advance action. • Learn to perform their own and other's work with intonation and volume. • Engage and maintain their audience/listener	• Some correct use of semi colons, colons and hyphens, including to mark the boundaries between independent clauses. • Use a wide range of sentence structure across a wide range of purposes and audiences.	• Rare GPCs from statutory word lists year 5 and 6 • Words ending in ant/ance/ancy/ • Children checking their own writing independently for spelling • Homophones; draft/draught, dissent/descent precede, proceed weary/wary • Revisit commonly misspelt homorphones • Words ending in ent/ence/ency • Etymology of root words and meaning.	• Making comparisons within and across books and providing justification of their opinions. • Understanding through intonation, tone and volume so that the meaning is clear to an audience

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