

# Autumn Term Writing Overview



## WRITING YEAR 6 OUR LADY OF THE ROSARY CATHOLIC PRIMARY

	Autumn 1		Autumn 2	
	The Explorer by Katherine Rundell		A Monster Calls by Patrick Ness	
	Writing to Persuade	Writing to Entertain	Writing to Entertain	Writing to Inform
Stimulus:				
Genre:	Holiday Brochure	Poetry (setting focus)	Narrative	Newspaper Report
Text Type:				
<b>COMPOSITION – evidenced in class &amp; books</b>				
I can identify audience, purpose & context, choosing from a range of familiar texts to support narrative and non-narrative writing (letters, diaries, reports, instructions, explanations, poetry).				
I can plan my ideas in various ways, drawing on reading, text models & research, e.g. flow charts, tables				
I can produce <b>coherent paragraphs</b> that follow a logical sequence, developed around a single focus, idea, topic sentence or event, maintaining a <b>balance</b> between action, dialogue & narration or viewpoint				
I can use further organisational and presentational devices to structure texts and guide the reader: e.g. questions as sub-headings, bullet points, tables, diagrams, CAPITALS, italics, lists, numbers, columns				
I can vary my sentence length to create tension/suspense/maximise a crucial point.				
I can work alone/with others to evaluate writing for overall impact & suitability for audience & purpose against success criteria, editing appropriately, linking to previous teaching and suggest improvements.				
I can select language to show awareness of the reader, e.g. first person in a diary.				
I can ensure a consistent and correct use of tense throughout a piece of text.				
I can write using tense consistently and use deliberate changes of tense for effect (appropriate to genre)				
I can use a range of cohesive devices, including adverbials, to form links between and within paragraphs and sentences (time, cause/effect and/or compare/contrast connectives) most of the time.				
I can describe settings, characters and atmosphere in narratives.				
I can portray characters through meaningful interaction and dialogue that moves the story on. e.g. "Watch out, you've left the door open!"				
I can integrate dialogue in narratives to convey character and advance the action.				
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models in my own writing.				
I can distinguish between the language of speech and writing and choose the appropriate register.				
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this				
<b>VOCABULARY, PUNCTUATION &amp; GRAMMAR– evidenced in class &amp; books</b>				
I can use a thesaurus to vary vocabulary to avoid repetitious or bland language.				
I can select appropriate vocabulary, powerful verbs, adjectives, similes, personification for effect (describe settings, characters, atmosphere in narrative or enhance a viewpoint in non-narrative).				
I can use powerful adjectives, unique similes & effective personification & I am beginning to use idioms to create atmosphere/imagery and engage the reader.				
I can use <b>basic</b> text appropriate <b>punctuation consistently</b> ; commas for clarity and punctuation for parenthesis <b>mostly correctly</b>				
I can use a range of connectives at the beginning & within sentences e.g. when, if, because, however, despite (punctuating with a comma to clarify meaning), e.g. When the storm was over, John returned home.				
I can use a range of subordinating conjunctions at the start & within sentences to add detail: including when, if, because, although, however, despite (punctuating with a comma before when appropriate).				
I can use commas/brackets/dashes to denote relative clauses starting with who, which, where, when, whose, e.g. As the stormy winds battered the house (which had stood for a hundred years) windows began to shatter.				
I can use embedded relative clauses beginning with who, which, where, whose, or that with commas or brackets, e.g. She put on her shoes, which were very comfortable.				
I can the passive voice in a sentence, so that I broke the window in the greenhouse, becomes The window in the greenhouse was broken by me.				
I can confidently use modal verbs or adverbs to indicate degrees of possibility, e.g. ought to have listened ... should have known...				
I can use inverted commas and speech punctuation correctly.				
I can use contracted form in informal writing.				

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I am using text appropriate punctuation accurately, including full stops, capital letters, exclamation marks, question marks, commas for lists, brackets, inverted commas, apostrophes and dashes.				
I have some correct use of colons, dashes, semi-colons & hyphens.				

Previous Year Group Instructions:

- Highlight **amber** if taught but further teaching input/reinforcement needed.
- Highlight **red** if not taught.

#### Linking the Curriculum:

##### Teaching Sentence Structure Expectations in Autumn 2020:

In sentence work, consolidate Year 5 objectives and link into Year 6 by focusing on embedding a range of sentence structures and the children's understanding of clauses. Begin in the Autumn term by ensuring that children re-visit how to use relative clauses effectively within their writing and, alongside this, how to punctuate these correctly. Subordination is the second key area. Can children use a wide range of conjunctions within their writing? Are they using those expected of a Year 5 child – because, if, when, before, after, while, whereas, until, unless, although, even though, since? Ensure that children understand the meaning and use of these words and that they can use them well in their independent writing. While these are Year 5 objectives, they provide the foundation for meeting Year 6 expectations.

##### Teaching Punctuation Expectations in Autumn 2020:

Year 6 pupils are expected to learn and use some high-level punctuation e.g. colons and semi-colons; however, a key expectation by the end of Year 6 is that children can use previously taught punctuation accurately. It is VITAL that teachers do not 'jump past' the understanding of punctuation that has greater utility in their writing such as the use of commas in order to get to teaching colons and semi-colons. Use the Autumn term to really focus in on accurate comma use. If this can be embedded, children will have a good foundation to move forward to meeting Year 6 ARE.

##### Teaching Text Organisation Expectations in Autumn 2020:

By teaching about cohesive links in the Autumn term, Year 6 teachers are combining both Y5 & Y6 expectations. Children should be explicitly shown (through model texts and shared/guided writing) how a writer links one paragraph to the next either through the final sentence of one paragraph linking to the opening sentence of the next or how the author references an idea from the previous paragraph to begin their new paragraph.

##### Teaching Composition and Effect in Autumn 2020:

The links between Year 5 and 6 in this strand are clear. Viewpoint of the author or of a character should be highlighted during the teaching: how does this effect the way a piece is written – what is said + the language choices made? The writing forms that best facilitate this are persuasive pieces (where children can establish their viewpoint and work on the language choices that impact on and persuade the reader to their point of view). Within this writing form, the children can also clearly focus on their reader's need and how they can inform them, persuade them and impact on them through the vocabulary chosen. Narrative writing should also be taught during this term to allow teachers to embed work started in Year 5 on building character and setting and how to use language and imagery carefully and precisely to create atmosphere.