



The Year 6 Writer

Handwriting

By Year 6 we expect children to be doing all written work in handwriting pen. They should be joining every letter and writing with good speed and accuracy.

Grammar

The children will be subject to the new spelling, punctuation and grammar test as part of their end of year assessments. The children will be expected to have a good level of knowledge. This area of writing is of very high priority in school; it will therefore be expected that children arrive in Year 6 with a good understanding of spelling patterns and rules, a basic grammar vocabulary and a good understanding of how to use punctuation.

The children will revise previously learnt skills then the following areas will be taught in Year 6:

- Knowing the difference between formal and informal language.
- Being able to use a noun phrase for description instead of a long description. E.g. Using 'The fierce Rottweiler' instead of 'The large black and brown scary looking dog.'
- Using modal verbs and adverbs. These are words to show possibility like 'could' 'should' and 'can.'
- Know how to use a relative clause. This is part of a sentence that begins with a word like who, which or where. The children will also be expected to know how to use more complex punctuation marks:
 - Commas to make the meaning of a sentence clearer.
 - Use commas, brackets or dashes to show extra information in a sentence.
 - Using a colon or a semi-colon to show a stronger break in a sentence than a comma. Spelling In Year 6 it is expected that children already have a good knowledge of phonics and can use a range of different spelling strategies. They should be able to use dictionaries to look for a spelling or a meaning. In Year 6 children will be taught:
 - To spell words with different prefixes and suffixes.
 - To spell words containing silent letters e.g solemn.

- Distinguishing between words which are commonly confused. Spellings will be tested throughout the course of the year. The children are likely to be tested on a variety of the following, National Curriculum, words:

**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**

Writing in different forms

The children will be assessed on their ability to apply their skills in different types of writing. Teachers will be asking the children to write in both fiction and non-fiction forms. They may be asked to write explanations, reports, and adverts as well as writing stories, poems and descriptions. This writing will usually be linked to the children's topic. This will help put the writing in a meaningful context for them.

Writing is a particularly tricky skill because there are so many different aspects to pay attention to. The children need to make sure their writing is meaningful and has purpose; they need to check that it is correctly punctuated as well as paying attention to their handwriting and spelling!

When the children are asked to write for homework, please provide them with a quiet and comfortable space and encourage them to check their work carefully.