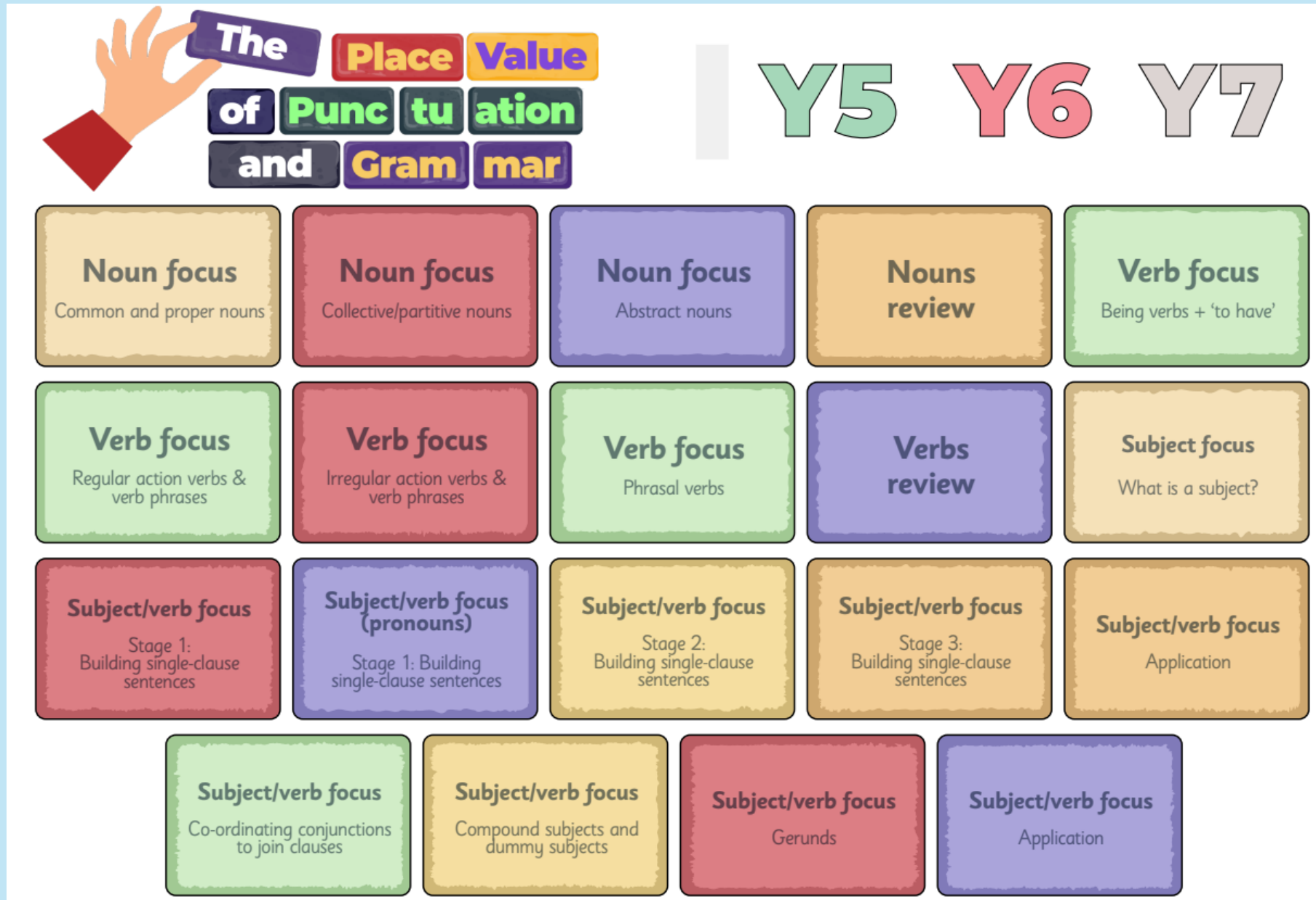


Y5/6 Writing



All year groups begin the year with a focus on grammar.



- After our grammar focus in Autumn 1, we then focus on applying this knowledge through writing lessons for the rest of the year.
- In each unit of work, we start by reading and analysing a piece of writing, identifying the features of the genre.
- The children will then produce a very guided piece of writing, a paragraph at a time in what we call 'sentence stacker' lessons.
- For each paragraph, the children will create banks of ideas in response to genre features, punctuation and grammar rules and stylistic techniques modelled by the teacher. These ideas feed into their writing.

Thinking side

Writing side

L.G.1.

Russet-brown
Fired
Apple-green
Pumpkin-orange
Amber-yellow
Scarlet-red
Forest-green

wind whispered
trees were dressed
leaves danced
rays of sun stretched their
fingers
sun smiled brightly
breeze stroked the leaves

G1.

carved pumpkins — grinning on the doors
wispy cobwebs spiders hanging from trees
scuttling skeletons
spooky skeletons
groaning ghouls ghouls — floating in the breeze

Wednesday 6th November

Wonder chapter (PP1)

I loved walking to school in my Bleeding Scream costume! It felt awesome.

The pathy autumnal ~~sunshined~~ sunshine smiled
brightly through the fading leaves which ringed
the park and warmed the golden-brown &
foliage scattered on the ground. As I walked to
school, I noticed all the Halloween decorations
around me: Jack-O-Lanterns cackled on the
doorsteps, wispy cobwebs hung from bare
branches of trees; and groaning ghouls floated
in the breeze.



The children will then independently apply the writing skills they have practiced in their own piece of writing.

Thursday 21st November

Wonder Chapter

When we arrived home, I told Mom I ~~didn't~~ didn't want to go back to school on Monday.

"Why? ~~ever not~~ I thought you were enjoying school," she said quizzically.

"I was until today," I muttered.

"It ~~is~~ isn't good for you to stay off school forever," she replied.

"I don't want to go back!" I shouted angrily.

"Oh, Auggie," she ~~mo~~ said soothingly. Tears welled up in my eyes as Mom tried to hug me but I shrugged her off and stormed to my room.



The next day, I sat at the window, determined that I would not go back to school, as the rain hammered against the glass. I heard as a soft knock knock at the door in the evening.

"Auggie, are you okay?" Via asked as she came through the doorway.

"No," I replied. She gave me a concerned look so I told her what happened with Julian and Jack.

"Oh," she said when I finished. "You know what? I think you should go to school and prove that you're not scared of a group of stupid boys."

"Okay," I replied. "I will."

What are we aiming for by the end of Year 6?

EXPECTED STANDARD



Y6 Writing Self-Assessment Checklist

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:

I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it. <i>e.g. writing informally and in the first person in a diary</i>	☐	I can use tenses correctly and consistently.	☐
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>	☐	I can use a range of punctuation mostly correctly:	☐
I can include dialogue to convey character and advance the action. <i>e.g. include emotions, actions and characters' thoughts in your dialogue.</i> <i>With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.</i>	☐	Inverted commas.	☐
I can use the appropriate vocabulary and grammatical structures for my writing. <i>e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.</i>	☐	Apostrophes for possession.	☐
I can build cohesion within and across paragraphs using the following:	☐	Commas for fronted adverbials.	☐
Co-ordinating conjunctions. <i>e.g. for, and, nor, but, or, yet, so</i>	☐	Commas for clauses.	☐
Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>	☐	Commas in a list.	☐
Adverbials. <i>e.g. include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>	☐	Brackets, dashes and commas (parenthesis).	☐
Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>	☐	Commas for clarity.	☐
		Hyphens.	☐
		Semi-colons.	☐
		Colons.	☐
		I can spell (most) words from the Year 5/6 spelling list: <i>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, 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</i>	☐
		I can use a dictionary to check the spelling of uncommon or more ambitious words.	☐
		I can write neatly and legibly with joined letters.	☐

Examples which meet the end of Y6 standard for handwriting.

Later, back in the lighthouse, Esther and I were thinking about what else we needed to do. We both knew we needed to bring everyone together and Esther could think of nothing better than a tea party. Over

All that was left, was Julian to come. An hour later, Darth Siddious (Julian) came onto the driveway, unprepared for what was next. Screams. Scare. Laughter. He ran as fast as he could to get faraway from the zombie (Jack) chasing him. This night of halloween was one of the best moments in my life.

Although you may use cheap ingredients, it'll sort through hundreds of recipes looking for the best one to accommodate your taste. When it has

Examples which don't meet the end of Y6 standard for handwriting.

Do you always leave your room super messy?
Do you see nothing but rubbish in your bedroom?
This machine is highly suitable for any toys on the floor.
If you read this awesome explanation you will understand
way more about this wonderful kind of engineering.

Dear Mr. Potter
Please note that the new school year
will begin on September the first.
The Hogwarts Express will leave from
King's Cross Station, platform nine
and three-quarters, at eleven o'clock

What can I do to help my child with their writing?

- Support them with learning any spellings posted on Google Classrooms or sent home.
- Encourage them to complete any English homework posted on Google Classroom.
- Encourage them to write in legible joined handwriting with accurate punctuation.
- Encourage them to read widely and regularly – avid readers are often the most inspired writers!