Writing Workshop

Year 6 Parents

January 2024

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Aims of this session

- Know the writing expectations for the end of Year 6
- How writing is taught at Hillside
- Strategies- how you can help your child at home
- Experience Year 6 writing and grammar activities

To reach the expected standard for writing in Year 6 **ALL** of this criteria must be met over a collection of their work e.g. *diary entry, narrative, balanced argument*

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

To achieve Greater Depth in writing, all of the criteria across the expected standard must be met and all of these criteria below…

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

How we teach writing at Hillside…

- Each unit linked to our current topic, film clip or book.
- Genres of writing: narratives (stories), non fiction- balanced arguments, biographies, non- chronological reports, diary entries, formal letters
- Grammar embedded in English lessons

At the beginning of each unit:

1. **Modelled texts-** identify the purpose and audience and grammatical features
2. **Plan** our writing, then draft our first piece of writing (use their plan and classroom resources to help write- scaffolded sentences, word banks, dictionaries etc)
3. **Time to respond** to marking and **edit** their writing, before **publishing.**

Talk is vital throughout writing, supports their oracy and listening skills.
Reading their writing aloud to themselves and through **peer marking** then, magpie ideas (uplevel).

How can you help at home…

Writing for purpose

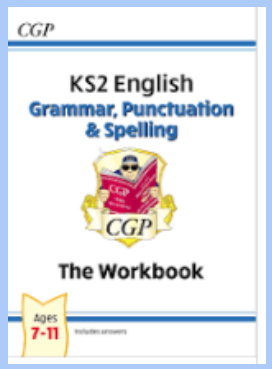
- Keeping a diary (each week, each day, every day of a half term)
- Writing an email
- Writing a story
- Writing ‘Thank You’ letters

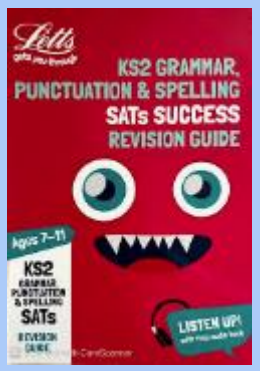
Reading

- Read daily a range of chapter books- different genres
- Questioning *what has happened so far in the story? Why?*
  Predicting- *what will happen next?*
  Inference- *why is….. feeling that way?*
  Retrieval- *find me two adjectives that describe how the character is feeling….*

https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/

Grammar revision guides





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Y6 Expected Punctuation

Colons and dashes

Colons and dashes both add detail and sum up a phrase or clause. A colon is more formal than a dash.

There were only two options : fight or run.
There was no escape — the door was locked.

Exclamation marks

Exclamation marks mark the end of an exclamation.

Ouch! That hurts!
What big teeth you have!

Full stops

Full stops mark the end of a sentence.

I like shopping.
It is over there.

Semi-colons

Semi-colons link related independent clauses. They often replace co-ordinating conjunctions.

I ordered a drink and my friend asked for a burger.
I ordered a drink ; my friend asked for a burger.

Hyphens

Hyphens join words together to make them compound words.

right ► handed

I am right-handed and
my friend is left-handed.

Apostrophes

Apostrophes are used for omission (missing out letters) or possession (showing belonging).

Would not wouldn't

The pencil belongs to Molly.
It is Molly's pencil.

Inverted commas

Inverted commas are used to punctuate direct speech.

"How lovely to see you!" exclaimed Mum.

Question marks

Question marks mark the end of a question.

Where is it?
What's the time?

Commas

Commas separate words in a list.
These might be adjectives or a list of objects.

The old, bearded wizard.
I packed my books, pencil case and lunchbox.

Commas also separate an independent clause from a subordinate clause.

Although it was raining, we still went outside.
Since it is my birthday, we're going out.

Parentheses

Parentheses are used to add in extra information. Brackets, dashes and commas can be used.

The athletes — all 24 of them — were ready.
The athletes (all 24 of them) were ready.
The athletes, all 24 of them, were ready.

grammarsaurus.co.uk

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Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

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Simple Past	Simple Present	Simple Future	Active Voice	Passive Voice	Punctuating Bullet Points	Brackets, Dashes and Commas (for parenthesis)
Lily licked the lolly.	Paul kicks the ball.	• Paul will kick the ball. • Lily is going to lick the lolly.	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Eva is hoping to: • make lollies • play football with Paul The plan for this lesson is: • We will learn more about SPaG. • The class will have fun.	• Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.
Past Perfect	**Present Perfect**	**Future Perfect**	**Modal Verbs (indicating possibility)**	**Adverbs (indicating possibility)**		
Paul had kicked the ball past the goalkeeper.	Paul has kicked the football. I have eaten the lolly.	Paul will have kicked the ball.	could, should, would, can, may, might, must, shall, ought, will	never, always, often, rarely, maybe, perhaps, probably		
Past Progressive	**Present Progressive**	**Future Progressive**	**Colons**	**Colons (to introduce a list)**	**Semi-Colons**	**Hyphens (to avoid ambiguity)**
Paul was kicking the ball. Eva was licking the lolly.	Paul is kicking the ball. Eva is licking the lolly.	Paul will be kicking the ball.	Paul likes two things: football and reading.	The children will need several items: lollies, footballs and books.	Eva loves lollies; strawberry flavoured ones are her favourite.	a man eating snake a man-eating snake
Subjunctive	**Expanded Noun Phrase**	**Relative Clause**	**Relative Pronouns used at the beginning of a relative clause**		**Dashes**	**Commas (to clarify meaning)**
If Paul were a better footballer, he could kick the ball straight.	the dark-haired girl with a taste for frozen lollies	Paul, who enjoyed football, played every week.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.		Eva and Paul are friends - they have known each other for years.	Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!?' Eva likes fruit, pasta and a drink for lunch.

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Your Turn!

Narrative

Choose one of the pictures and write part of a story based on this- it can be the beginning, middle or end. Use the checklist to support your writing…

Letter Task

Read through the letter. What makes this a good letter?
Identify the key features from the checklist in the letter (highlight, annotate)

Grammar Activity

Complete the grammar questions and then mark your answers with the answer sheet

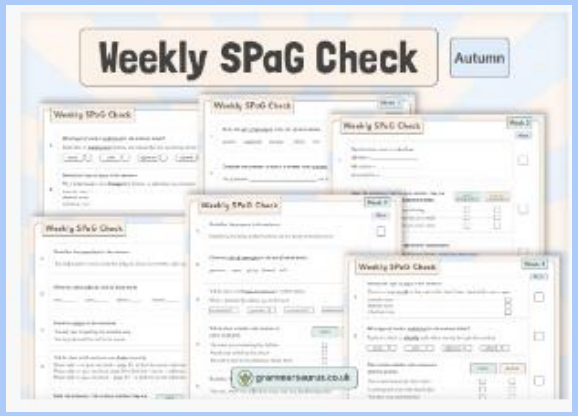
Thursday 17th May, 2018.

Dear Headteacher,

As a child currently having to complete large amounts of homework, I have chosen to write to you to share my personal views on what, I believe, is unnecessary pressure for results that do not value a child's true learning.

First of all, children at the age of eleven are not equipped with the required strategies to cope with the pressures that homework brings. Although I have personally coped quite well with the pressures, I have seen some of my friends and classmates struggle – their anxiety during difficult work has caused them to consequently misbehave and feel worthless about what they can and cannot do. Fortunately, I have family who are quite open at home when talking to me about the impact on mental health. From our discussions, I am deeply worried about what these pressures are doing to us at such a young age. Surely we have a life ahead of us for plenty of other important worries.

I am also concerned for the decisions of some of the parents of my friends. A number of them have found tutors and halted clubs for 'the time being' so that their children can put in the extra work. How do they release their stress now without their free time and clubs to let off steam? Of course, the parents want them to do well but it seems to me that this is a spiralling effect of the real problem: too much homework.



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