Year 6 Writing Disciplinary Knowledge

	Year 6: Transcription		
	Autumn	**Spring**	**Summer**
Spelling	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 5 and 6 Spelling - homophones and other words that are often confused - recap suffixes -ed, -ing, -er, -ible, -ant, -ful, -less, -ment, -ness • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1: Years 5 and 6 Word list) • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus **Write from memory sentences dictated by the teacher that include words and punctuation taught so far.**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 5 and 6 Spelling - adding suffixes beginning with vowel letters to words ending in –fer - use of the hyphen - words with the /i:/ sound spelt ei after c - words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - homophones and other words that are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1: Years 5 and 6 Word list) • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary **Write from memory sentences dictated by the teacher that include words and punctuation taught so far.**	• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1: Years 5 and 6 Word list) **Write from memory sentences dictated by the teacher that include words and punctuation taught so far.**
Handwriting	• write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	

	Year 6: Composition		
	Autumn	**Spring**	**Summer**
Planning	• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting and writing	• draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	• draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs	

Editing and evaluating	• evaluate and edit by: - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	• evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• evaluate and edit by: - assessing the effectiveness of their own and others' writing
Presenting and performing			• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

	Year 6: Vocabulary, Punctuation and Spelling		
	Autumn	**Spring**	**Summer**
Word Structure		• the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • how words are related by meaning as synonyms and antonyms [for example, big, large, little]	
Sentence Structure	• use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	• the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	

Text Structure	• Linking ideas across paragraphs using a wider range of cohesive devices: - repetition of a word or phrase - grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence) - ellipsis	• layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
Punctuation	• use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • use of the colon to introduce a list and use of semi-colons within lists • punctuation of bullet points to list information	• how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	• use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]