



Tarporley
Church of England
Primary School

Year 6 Writing Workshop

Aims

- ➤ How we teach writing at Tarporley
- ➤ How writing is assessed
- ➤ The expectations for children's writing in Key Stage 2
- ➤ How you can support your child's writing at home

Pathways to Write



- Inspiring texts
- Challenging vocabulary
- A unit per half term
- Range of writing styles/genres

Expectations of Writing in Year 6

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and Presentation

- 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.

Composition

- audience and purpose
- draft, edit and improve
- 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
- précising longer passages
- 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]
- use of tense
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Vocabulary, Grammar and Punctuation

- subjunctive form
- passive verbs
- perfect tense
- expanded noun phrases
- modal verbs and adverbs
- relative clauses
- commas to clarify meaning or avoid ambiguity in writing
- hyphens to avoid ambiguity
- brackets, dashes or commas to indicate parenthesis
- semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

How is this assessed?

- Teacher Assessment
 - Range of texts
- Working Towards, Expected and Greater Depth Standard

Working Towards

In front of me I saw a beastly mountain with creepy horns but it ~~was~~ ^{had} 3 snail eyes. Puzzled I saw rocks that looked like deadly teeth that could shred you to pieces. I could smell something rotting. I carried it to sea to give it a ~~wash~~ ^{bath} then I took it back. But when I came out ~~everything~~ ^{everything} started to shake. I saw something swoop at me. I ran but it wouldn't stop trying to attack me but I tried climbing in the trees, ~~jumping~~ ^{jumping} from tree to tree.

The red mountain bleeding down like syrup on ~~pancakes~~ ^{pancakes} his beady eyes looks like it was going to threaten me. The rocks that looked like teeth were sharper than a knife. The mountain had a huge arch. The rest of the mountain had weird heads. One had a wolf shaped face but the ~~others~~ ^{other} had a ghostly snout. My face paled as I saw a rotten mountain head.

Expected

Deep in the middle of a dark, gloomy jungle, I found myself stranded with my best friend - Jonny. The smell of poisonous smoke brushed past my nose which sent shivers down my spine. The sound of loud echoing sticks cracking gave me the terrifying sensation that we were alone.

~~Staring~~ Staring at Jonny's petrified expression we had the same idea - RUN! AS we ran for ^{our} lives, I tripped over a tree root. Jonny kept running without realising I was no longer by his side. I was alone. AS I sat up, pinned with fear to a damp tree, I saw some flashing lights through the ever-densifying mist. Thinking this could be an escape from the unknown ~~tooth~~ creatures lurking between the jungle leaves I crawled cautiously towards the light.

Greater Depth

The Assassin

The gloomy silhouettes suddenly disappeared, as the crescent moon was released from its prison. The light shone weakly onto the building opposite... just enough for the killer to search the derelict alleyway below him. The assassin gave a sinister grin, his shaggy dark coat hiding him from anyone who dared to enter his domain.

"Any time now," the murderer thought to himself. He lay low in the darkness, his eyes fixed upon the street in which the unfortunate culprit would creep out onto, waiting for the moment when he would strike. Blood raced through his body, his pulse quickening with every moment that passed.

After what felt like an eternity, with his limbs aching, the building to the right of him began to shake, before long doing so more vigorously and emitting odd noises: Grack! Rack!

"Finally," smiled the assassin, "my time to shine."

Without warning, the noises abruptly came to a halt. Tensing his body, he steadied his legs, crouching low, preparing to pounce. And then...out flew a piece of sewage.

"Dang it!" he wailed.

Now, more infuriated than he had ever been, he repositioned his body, determined to end this embarrassment of a murder.

He took a long, deep breath, cautiously scanning his surroundings, once again the gloom sweeping over him in a curtain of black. The victim suddenly appeared, oblivious to his whereabouts. Hovering above him, the assassin gave a smirk. Swoop! Rip!

"Easy as you like!" he laughed.

A dead rat lay on the cobbled street, the mud gradually oozing over the dry skin. With a sense of glee, the barn owl flew triumphantly back to its lookout, the rat dangling from his claws, as he readied for the feast ahead.

How can you help your children at home?

- Reading
- Spellings
- Handwriting
- Homework activities
- Vocabulary activities- using a dictionary/thesaurus
- Revision of previous grammar and punctuation
- Real-life opportunities to write: e-mails, diaries, postcards, invitations, thank-you notes, shopping lists, signs, instructions, complaint letters. Be a writing role model.
- Discussion before writing- ask questions and help your child to think their writing through before they start.

Vocabulary, Grammar and Punctuation

- subjunctive form
- passive verbs
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- brackets, dashes or commas to indicate parenthesis
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- using a colon to introduce a list
- punctuating bullet points consistently

SATs Information Evening

- Spring Term
- Update on SATs and expectations on all subjects assessed

Thank you for your support

- Love Reading 4 Kids
- Literacy Shed
- Oak Academy
- BBC Bitesize

- Twinkl guide on our class web pages

SATs Year 6 Parents'

Grammar, Punctuation and Vocabulary

Practice and Revision