



Year 6 Writing Expectations

Grammar	Sentence Construction	Punctuation	Spelling	Amount
<p>* Use entirely consistent language associated with 1st person: I, we 3rd person: he, she, they</p> <p>* Use the active / passive voice. Active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken (by me).</p> <p>* Use expanded noun phrases: The tiny, timid, quivering mouse, with curly whiskers....</p> <p>* Use modal verbs: might, could, and modal adverbs: occasionally, certainly.</p>	<p>* Use relative clauses beginning with who, which, where, why or whose</p> <p>* Subordinate clauses: <i>The stolen car sped up the hill, chased by two police cars.</i></p> <p>* Complex sentences: <i>We carried on walking through the forest although we were exhausted.</i></p> <p>* Move clauses to achieve different effects: <i>Although exhausted, we carried on walking through the forest.</i> <i>The dark forest loomed ahead, although exhausted, we carried on walking.</i></p> <p>* Use interesting and varied sentence openers such as: 'After a while' 'Meanwhile' 'Before very long' 'Anxiously' 'Having' 'Running'</p>	<p>* Using hyphens to avoid ambiguity</p> <p>* Using brackets, dashes or commas to indicate parenthesis</p> <p>* Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>* Using a colon to introduce a list</p>	<p>* All spellings and spelling rules</p> <p>* Use dictionaries efficiently, to check spelling and meaning of words</p>	<p>* 1½ to 2 sides of A4 in 45 minutes</p>

Spelling rules

Teachers continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

SPELLING RULES FOR YEAR 6



Year 6 is a revision of previous learning;; teachers will assess the areas of omission and pass on any consistent misconceptions by the children. It is often found that children need to re-visit basic rules.

In addition:

Words ending -ant, -ance and -ancy
(as in 'hesitant', 'hesitance' and 'hesitancy').

Words ending -ent, -ence and -ency
(as in 'patient', 'patience' and 'frequency').

Silent letters in words
(as in 'doubt', 'thistle' and 'knight').

Use of the hyphen -Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. (as in 'co-ordinate' and re-enter).

Homophones/ Near homophones.

practice/practise; prophecy/
prophesy; farther/father; guessed/
guest; heard/ herd; led/ lead; morn-
ing/ mourning; descent/dissent;
desert/dessert; . draft:/ draught;
principal/ principle; station-
ery/ stationary; steal/steel

Also revision with special notice of
simple homophone / near homophone
common errors such as:
Wear/ where/ wear/ we're
Their/ there/ they're.



Glossary

Active voice A sentence written in the active voice has the subject of the sentence carrying out the main action

Antonym A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.

Auxiliary verb A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs: e.g 'be' is used in the progressive tense verbs such as 'I am running', 'He was eating'.

Etymology The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).

Morphology The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.

Bullet points A way of setting information out in a list of points, which may be phrases, words or short sentences.

Colon A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: potatoes, carrots and onions.'

Ellipsis ...Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.

Hyphen A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example, twenty-seven, brother-in-law, long-legged.

Semi-colon A punctuation mark used in a sentence to separate major sentence elements. A semi-colon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction. For example, 'My car is red; my friend's car is green'

Object The object of a sentence is involved in the action but does not carry it out, e.g. 'I dropped my mug on the floor'

Passive voice A sentence is written in the passive voice when the subject is having something done to it. For example, 'The boy was chased by the dog'.

Past continuous tense An ongoing action in the past, e.g. 'I was walking, we were swimming.'

Past perfect tense A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I had walked to school'.

Present perfect tense The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I have cycled two miles already.'

Subject The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass.'

Synonym A word which has exactly or nearly the same meaning as another word.