



Every Moment Matters

Blended Learning Writing Pack

Year 6

This writing pack has been designed to fit in with our 'blended learning' approach.

The first page contains the writing targets that the children will be taught during the year. Where a target may need clarification, it has been highlighted in yellow and links to one of the pages that follow.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

Year 6

Transcription		1	Use a thesaurus	
		2	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
		3	Majority of Year 5 and 6 NC words and most homophones and near homophones spelt correctly	
Grammar, Punctuation and Vocabulary		4	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]	
		5	Use passive and modal verbs	
		6	Select vocabulary and grammatical structures that reflect the level of formality required	
		7	Understand synonyms and antonyms and has a wide, rich range to draw on	
		8	Use a wide range of clause structures	
		9	Add detail using adverbials, prepositional phrases and expanded noun phrases.	
		10	Integrate dialogue	
	Using mostly correctly:	11	inverted commas	
		12	commas for clarity	
		13	punctuation for parenthesis	
	Some correct use of:	14	semi-colons	
		15	dashes	
		16	colons	
		17	apostrophes for contraction and possession	
		18	hyphens	
	Overall Text and Structure		19	Links ideas across and within paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections
			20	Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action
			21	Chooses the appropriate register (style, audience and level) for writing
22			Plan by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing	
23			Can précis (summarise) longer passages	
Presentation, Evaluation and Improvement		24	Assess the effectiveness of their own and others' writing	
		25	Effective use of cursive handwriting with correct letter joins.	
		26	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
		27	Proof-read for spelling and punctuation errors	
		28	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Exceeding Criteria (GDS):				
		GDS 29	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	
		GDS 30	Distinguish between the language of speech and writing and choose the appropriate register	
		GDS 31	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
		GDS 32	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and use such punctuation precisely to enhance meaning and avoid ambiguity	

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	

How to...

5: Use passive and modal verbs

Modal verbs can have many uses. They are sometimes known as 'modal auxiliary verbs' or just as 'modals'. In most cases, they work with another verb to describe the possibility of something happening or to describe to what degree of certainty something is known.

Here are the most common modal verbs.

might

could

would

must

may

will

ought

can

should

shall

Modal verbs usually **come before a verb** in its **infinitive form**.

If I work hard, when I grow up I could be a doctor.

'could' is the **modal verb**.

'be' is the **infinitive form** of the verb 'to be'. Infinitive means in its most basic form.

In a few years, I shall earn a university degree.

'shall' is the modal verb.

'earn' is the infinitive form of the verb 'to earn'.

How to...

7: Understand synonyms and antonyms and has a wide, rich range to draw on'

synonym

(A synonym is a word that has the same, or nearly the same, meaning as another word.)

antonym

(An antonym is a word that has the opposite meaning to another word.)

How to...

9: Add detail using adverbials, prepositional phrases and expanded noun phrases.

Adverbials – to show time, place, frequency, manner and degrees of possibility

An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses. They can be used in different places within a sentence to create different effects. When they are used at the beginning of sentences, they are often called fronted adverbials.

time	place	frequency	manner	degrees of possibility
straight away	in the vicinity	occasionally	manically	almost certainly
later on	on the ground	every now and again	as quick as a flash	definitely
sometime later	beside the window	all the time	gracefully	maybe
earlier that day	somewhere far away	very often	with hope in her heart	surely
soon	all around the world	every week	stupidly	possibly
all of a sudden	over by the fence	hardly ever	cautiously	clearly
before the end of the day	out in the paddock	always	as slow as possible	obviously
in the evening	between the cliffs	continually	gently	perhaps
as soon as possible	down in the cellar	once in a while	with fear in his eyes	probably
without delay	beyond the clouds	generally	easily	undoubtedly
next week	along the pavement	usually	as quick as the wind	quite likely
in a moment	back at school	seldom	viciously	impossibly
	inside the house	periodically	without warning	unquestionably

Using Modifying Adjectives and Preposition Phrases - to create expanded noun phrases

An expanded noun phrase provides extra information about the noun. You can use adjectives and preposition phrases to modify the description given by the noun and provide clarity in your writing.

noun phrase	adjectives	preposition phrase
your sister	colour – red, green, turquoise, silver, gold, blue, purple, white, black	beside the river
the town	size – gigantic, minuscule, huge, miniature, tiny, vast, colossal, massive, enormous	near the town
the castle	condition – pristine, shabby, neat, tidy, dirty, tatty, dilapidated, spotless	with the ____ hair
a man	age – ancient, young, ten-year-old, newborn, prehistoric, old, new	in the water
my bag	personality – kind, obnoxious, shy, generous, grumpy, mischievous, cunning, helpful, friendly	down the road
some cats	texture – wrinkly, silky, smooth, shiny, crumpled, prickly, bumpy, crunchy, soft, hard	during the night
a bunch of flowers	feeling – despondent, ecstatic, indecisive, heartbroken, exhausted, agitated, anxious, jovial	through the winter
my cousin	appearance – muscular, cute, handsome, gruesome, thin, fat, tall, blue-eyed, colourful, hideous	this evening
the bird	shape – circular, square, oval, rectangular, irregular	on the table
our car	origin/ nationality – British, Greek, Norse, Viking,	between the houses
the meal		underneath the waterfall
the tree		before morning
an insect		towards home
the present		from my grandparents
		because of the weather

How to...

11 - 18: Punctuation

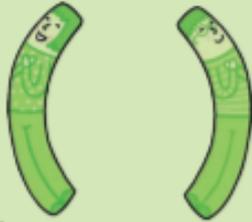
Full Stop

This Punctuation mark is used to indicate the end of a sentence.



Brackets

Round brackets are mainly used to separate information that isn't essential to the sentence. If you remove the section in brackets the sentence will still make sense. This is called parenthesis.



Mount Everest (8,848m) is the highest mountain in the world.

Question mark

This punctuation mark is used to indicate that a question is being asked.

Have you seen the film?



Exclamation mark

The main use of the exclamation mark is to end an interjection or exclamation and indicate strong feelings.

Wow! Hello!



Inverted commas

Inverted commas are used to mark the beginning and end of direct speech.

*"What time will he arrive?"
Mary asked.*



Semicolon

Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.

I have a big test tomorrow; I can't go out tonight.



Apostrophe

Apostrophes have two main uses: showing possession and showing omission.



Possession - Here the apostrophe indicates that a thing or a person belongs or relates to someone or something.

E.g. Ben's party.

Omission - Here the apostrophe is used to show that letters or numbers have been omitted.

I'm (short for I am)

He'll (short for he will)

Colon

Colons have two main uses:

- To separate two clauses where the second clause defines or explains the first.

E.g. It wasn't easy to begin with: I had to find the right house.

- To introduce a list.

At the shop, I need to buy a few items: carrots, chicken, potatoes and fruit juice.



How to...

11 - 18: Punctuation

Hyphens

Hyphen - links words or parts of words.



Different from a dash because you do not leave a space between a hyphen and the words in the sentence and it is half as long as a dash.

Used to show that a word continues on the next line.

Gemma walked slowly towards the lion.

Used to link separate words into one new word.

Mother-in-law

Dashes

Dash - creates a break in the sentence, halfway between , and .



Usually used in more informal writing.

Shows a sharp break between two main clauses.

This film was very informative - I learned a great deal.

Marks out extra information embedded in the sentence.

Playing in grandma's garden - which is huge - is always good fun.

One thing's for sure - he doesn't want to go!

I would like some cake - on second thoughts, maybe not.

Commas

A comma separates units of meaning in a sentence.



A comma separates items in a list.

Jenna bought some apples, grapes, bananas and pears for her fruit salad.

A comma separates off a subordinate opening.

Although she was tired, Tilly went to the party.

A comma marks out a relative clause (extra information that has been added into the sentence).

The children, who were in class six, were very excited.

Ellipsis

An ellipsis is used to show an omission of a word or words from a text.



They visited...it was fun.

Once upon a time...and they lived happily ever after.

"I decided to...then I left."

Capital Letters

Capital letters are used to show the start of a sentence.

"The day was bright and sunny"

Capital letters are also used to indicate **Proper nouns**.

Proper nouns are naming words for individual people, places, days of the week and months of the year.

*"It was **D**ecember and **K**evin was excited for **C**hristmas in **N**ew York."*



Terminology

Word Type	Function	Example
noun	object	dog, pen, carrot
pronoun	replace a noun	that, them, him, yours
proper noun	person or place	Cornwall, James
adjective	describes a noun	beautiful, big, interesting
verb	action, state or occurrence	walk, dance, have, be
adverb	describes a verb	slowly, incredibly, never
preposition	links a noun to another word	down, into, under, near
conjunction	joins words, phrases or clauses	for, and, but, because, so
determiner	introduces a noun	that, my, these, the
subjunctive forms	used to express wishes, hopes, commands, demands or suggestions	I wish I were able to fly (instead of I was) She asked that they be told immediately (instead of they were told)

Word Type	Function	How?
précis	a summary of longer passages	Eliminate all unnecessary information and communicate the central ideas of the passage

Terminology

	Noun	Verb	Adjective	Adverb
Year 2	<p>Nouns name people, places, animals, things or ideas.</p> <p>They can be countable:</p> <p>The book is on the table.</p> <p>My brother had lots of ideas to share.</p> <p>Or non-countable:</p> <p>I bought some chocolate.</p> <p>She showed courage.</p> <p>London is the capital of England.</p>	<p>Verbs name an action that someone does, or a feeling or state.</p> <p>Past tense verb:</p> <p>The boy wrote a poem.</p> <p>Present tense verb:</p> <p>He likes chocolate.</p>	<p>Can be used before a noun to modify it:</p> <p>It was a yellow ball.</p> <p>Or after the verb 'be' as its complement:</p> <p>The film was brilliant.</p>	<p>Can modify a verb, an adjective, another adverb or even a whole clause:</p> <p>Tom started running quickly.</p> <p>The painting was really colourful.</p> <p>We don't eat meat very often.</p> <p>Fortunately, I wasn't late.</p>
	Preposition		Conjunction	
Year 3	<p>Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time:</p> <p>The dog ran to her.</p> <p>Put it in the box.</p> <p>I haven't seen him since yesterday.</p>		<p>Links words or phrases.</p> <p>Co-ordinating conjunction - links equal words or phrases:</p> <p>Bring your bucket and spade.</p> <p>Subordinating conjunction - introduces a subordinate clause:</p> <p>He put on his coat because it was forecast to rain.</p>	
	Determiner	Pronoun	Possessive Pronoun	
Year 4	<p>Specifies a noun.</p> <p>Definite article: the</p> <p>Indefinite article: a, an</p> <p>Demonstratives: this, those</p> <p>Possessives: e.g. my, your</p> <p>Quantifiers: e.g. some, every</p>	<p>Used in place of a noun or noun phrase:</p> <p><u>Mark</u> smiled at <u>Laura</u>.</p> <p>He smiled at her.</p> <p>Shall I take <u>the cakes</u>?</p> <p>Shall I take those?</p>	<p>Used in place of a noun or noun phrase:</p> <p><u>Ahmed's</u> bag</p> <p>His bag</p> <p>It was <u>the girls'</u> turn.</p> <p>It was their turn.</p>	
	Modal Verb		Relative Pronoun	
Year 5	<p>Change the meaning of other verbs, for example by showing certainty, ability, or obligation:</p> <p>will, would, can, could, may, might, shall, should, must, ought</p> <p>This food may be too spicy for you.</p> <p>You should get ready now.</p>		<p>Refers back to a noun or clause:</p> <p>That's the <u>boy</u> who does tricks on a bike.</p> <p><u>Lucy burst the balloon</u>, which upset Steven.</p>	
	Object	Synonym	Antonym	Subject
Year 6	<p>Normally comes straight after the verb, and shows what the verb is acting upon.</p> <p>Usually a noun:</p> <p>The waiter served the food.</p> <p>pronoun:</p> <p>She hated that.</p> <p>or noun phrase:</p> <p>He picked the yellow ball.</p>	<p>Words with similar meanings:</p> <p>shout - yell</p> <p>quick - fast</p> <p>boring - dull</p>	<p>Words with opposite meanings:</p> <p>fast - slow</p> <p>good - bad</p> <p>empty - full</p>	<p>Normally names the thing or person doing or being. Could be a noun:</p> <p>Zayan hit the drum.</p> <p>pronoun:</p> <p>She won the race.</p> <p>or noun phrase:</p> <p>The choir sang in the church.</p>