



YEAR 6 and 7 WRITING – Part 1

The teaching of the following core knowledge and skills should be done within the context of the following text types;

|   |   |                       |
|---|---|-----------------------|
| <b>Imaginative</b>  | <b>Information</b>                          | <b>Argument</b>       |
| Young adolescent fiction including Adventure stories<br>Narrative poems | Web pages<br>Explanations<br>Survey Results | Letters to the Editor |

| Grammar   | Punctuation   | The Sentence   |
|---|---|--|
| <p><b>WORD TYPES</b></p> <ul style="list-style-type: none"> <li>• Nouns               <ul style="list-style-type: none"> <li>➢ Common</li> <li>➢ Proper</li> <li>➢ Collective</li> <li>➢ Abstract</li> </ul> </li> <li>Nouns Simple<br/>Adjectives Adverbs Prepositions Personal pronouns</li> <li>• Verbs               <ul style="list-style-type: none"> <li>➢ Tense (past, present, future)</li> <li>➢ Number (eg the tree bends, the trees bend)</li> <li>➢ Verbs: one and more than one</li> <li>➢ Verbs that stand alone</li> <li>➢ Verbs that need a helper</li> <li>➢ Auxiliary and compound verbs</li> <li>➢ Collective Verbs</li> <li>➢ Verbs "to be" and "to have"</li> </ul> </li> <li>• Adjectives</li> <li>• Adverbs               <ul style="list-style-type: none"> <li>➢ How</li> <li>➢ When</li> <li>➢ Where</li> </ul> </li> <li>• Conjunctions (see "The Sentence")</li> <li>• Pronouns</li> </ul> | <p><b>FULL STOPS</b></p> <ul style="list-style-type: none"> <li>• Uses full stops to end a sentence.</li> <li>• Uses full stops in initial abbreviations.</li> </ul> <p><b>CAPITAL LETTERS</b></p> <ul style="list-style-type: none"> <li>• Uses capital letters for first word in sentences, names, days, months, places</li> <li>• Uses capital letters for streets, book titles, story titles, first word in a line of poetry.</li> </ul> <p><b>QUESTION MARKS</b></p> <ul style="list-style-type: none"> <li>• Uses question marks at the end of a sentence that asks something</li> </ul> <p><b>COMMAS</b></p> <ul style="list-style-type: none"> <li>• Uses commas to:               <ul style="list-style-type: none"> <li>○ Separate items in a series.</li> <li>○ Separate a word/words used in a sentence for further explanation.</li> <li>○ Separate the person spoken to from the rest of the sentence</li> <li>○ After words like yes and no.</li> <li>○ To separate month and year in date.</li> <li>○ After greetings and farewells in letters.</li> </ul> </li> </ul> <p><b>APOSTROPHES</b></p> <ul style="list-style-type: none"> <li>• Uses apostrophes for contractions.</li> <li>• Uses apostrophes to show ownership.</li> </ul> <p><b>EXCLAMATION MARKS</b></p> <ul style="list-style-type: none"> <li>• Uses exclamation marks at the end of a statement to show strong feelings.</li> </ul> <p><b>QUOTATION MARKS</b></p> <ul style="list-style-type: none"> <li>• Uses quotation marks when using direct speech.</li> </ul> | <p><b>WHAT IS A SENTENCE?</b></p> <ul style="list-style-type: none"> <li>• The Statement</li> <li>• The Question</li> <li>• The Exclamation</li> <li>• Simple and Compound sentences</li> <li>• Inverted sentences</li> </ul> <p><b>WRITES SENTENCES</b></p> <ul style="list-style-type: none"> <li>• Writes sentences containing a main verb.</li> </ul> <p><b>JOINS SENTENCES</b></p> <ul style="list-style-type: none"> <li>• Joins sentences using conjunctions.<br/>and then but because so yet or</li> </ul> <p><b>MODIFIES SENTENCES</b></p> <ul style="list-style-type: none"> <li>• Writes adjectives to enhance meaning of sentences.</li> <li>• Writes adverbs to enhance meaning of sentences.</li> <li>• Defines the term adjective.</li> <li>• Defines the terms adverb.</li> <li>• Identifies adjectival phrases.</li> <li>• Uses adjectival phrases to add meaning to sentences.</li> <li>• Identifies adverbial phrases.</li> <li>• Uses adverbial phrases to add meaning to sentences.</li> </ul> <p><b>ISOLATES SUBJECT &amp; PREDICATE</b></p> <ul style="list-style-type: none"> <li>• Writes sentences in which the subject and verb agree in number.</li> <li>• Writes pronouns which are consistent with the number and case of the subject or object to which these pronouns refer.</li> <li>• Writes an appropriate pronoun for a previously stated subject or object, in order to avoid repetition</li> </ul> <p><b>AVOIDS REPETITION</b></p> <ul style="list-style-type: none"> <li>• Writes vivid adjectives and nouns to avoid unnecessary repetition of pronouns.</li> <li>• Avoids redundancies.</li> </ul> <p><b>PARTS OF SPEECH</b><br/>Isolates nouns, verbs, adjectives and adverbs in sentences</p> <p><b>PARAGRAPHING</b></p> <ul style="list-style-type: none"> <li>• Writes paragraphs.</li> <li>• Writes sentences in order by describing what happened, what happened next.</li> <li>• Writes topic sentence with supporting detail.</li> </ul> <p><b>MAKES ALTERATIONS (REVISION)</b></p> <ul style="list-style-type: none"> <li>• Adds words to enhance meaning of sentences.</li> <li>• Adds phrases to enhance meaning.</li> <li>• Changes words to achieve exact description.</li> <li>• Deletes words to tighten sentences.</li> <li>• Re-arranges words to produce a more convincing order.</li> <li>• Re-arranges sentences to produce a more convincing sequence.</li> <li>• Corrects Omissions.</li> </ul> |



YEAR 6 and 7 WRITING – Part 2

The teaching of the following core knowledge and skills should be done within the context of the following text types;

| Imaginative   | Information  | Argument         |
|---|--|------------------|
| tall stories<br>language<br>limericks                                       | a letter requesting information<br>explanations of findings in Maths, Science, Technology and Enterprise<br>newspaper articles | travel brochures |
| simple play scripts<br>descriptions using figurative language<br>narratives | interview questions<br>reports   |                  |

| Word Study   | Phonics and Vocabulary  | Spelling   |
|--|---|--|
| <p><b>ANTONYMS</b><br/>goodness- evil<br/>cries-laughts</p> <p>coming-going<br/>loudly-softly</p> <p>always-never<br/>shout-whisper</p> <p>written-unwritten<br/>bright-dull</p> <p><b>SYNONYMS</b><br/>angry-cross<br/>sound-noise</p> <p>over-above<br/>wheat-grain</p> <p>below-beneath<br/>lace-tie</p> <p>open-ajar<br/>team-group</p> <p><b>HOMOPHONES</b><br/>threw-through<br/>break<br/>plane-plain</p> <p>war-wore<br/>right-write-rite</p> <p>our-hour<br/>blind-blind</p> <p>brake-<br/>aloud-allowed</p> <p><b>COMPOUND WORDS</b><br/>Knockout, showroom, windscreen, gearbox, outdoor, indoor, bedspread, spotlight, screwdriver, horsepower, sheepdog, motorway, greenhouse, overnight,.</p> <p><b>PREFIXES</b><br/>Semi – semicircle<br/>Ex – export</p> <p>up – upwards<br/>anti - antidote</p> <p>pro – proceed<br/>mis – mistake</p> <p><b>SUFFIXES</b><br/>er - reporter<br/>able-portable<br/>ship – mateship</p> <p>or - sailor<br/>ilbe - sensible<br/>an – Egyptian</p> <p>ate – fortunate<br/>ese - Japanese<br/>ic – Nordic</p> <p>ling – earthing<br/>ward – toward</p> <p>al - formal<br/>ish – greenish</p> <p><b>COLLECTIVE NOUNS</b><br/>audience, team, crew, mob, school, throng, choir, class, crowd, library, bouquet, haul ,litter, herd, school, shoal, swarm, gaggle.</p> <p><b>MASCULINE – FEMININE</b><br/>bride- bridegroom<br/>mare ewe-ram<br/>witch-wizard-warlock<br/>goose-gander<br/>grandfather - grandmother</p> <p>lady- gentleman<br/>sister-brother<br/>princess - prince<br/>son-daughter<br/>duck-drake</p> <p>fox-vixen<br/>mother-father</p> <p>stallion-<br/>lion - cub</p> <p><b>ADULT – PROGENY</b><br/>rabbit-kitten<br/>giraffe - calf</p> <p>whale - calf<br/>goose-gosling</p> <p>bird-nestling<br/>deer-fawn</p> <p>swan - cygnet<br/>sheep-lamb</p> <p>eagle-eaglet<br/>lion - cub</p> <p><b>ABBREVIATIONS</b><br/>USA, UK, NZ, a.m. p.m. Mr, Mrs, MS e.g. ea. Mon. Tues. Wed. Thurs. Fri. Sat. Sun.<br/>Jan. Feb. Mar. Apr. Jun. Jul Aug. Sept. Oct. Nov. Dec. Mon. Tues. Wed. Thurs. Fri. Sat.<br/>Sun. Jan. Feb. Mar. Apr. Jun. Jul Aug. Sept. Oct. Nov. Dec. No. GP St Rd Cres. Ave Tce<br/>mm cm km kl</p> <p><b>ROOT WORDS</b><br/>Monos (Gk) – one<br/>Biblio (Gk) – book</p> <p>astro (Gk) – star<br/>bios(Gk)- life</p> <p>geo (Gk) – earth<br/>hydor (gk) - water</p> | <p><b>PHONICS</b></p> <p>BLEND S and DIGRAPHS</p> <p>tu - future<br/>u - bury<br/>ay - says<br/>eo - people<br/>i - ski<br/>ti - question<br/>ie - friend<br/>eo - leopard<br/>e - equal<br/>te - righteous</p> <p><b>VOCABULARY</b></p> <p><u>IMPROVING OUR VOCABULARY</u></p> <p>USING BETTER WORDS<br/>Nice Got Lot Said Went</p> <p>TROUBLESOME WORDS<br/>Speech Errors</p> <ul style="list-style-type: none"> <li>Past tense or participle<br/>Come – came saw – seen ran – run did – done<br/>Went - gone wrote – written sang – sung gave – given<br/>Drank – drunk swam – swum rang – rung broke – broken</li> </ul> <p>Incorrect Usage</p> <ul style="list-style-type: none"> <li>May or can</li> <li>Teach or learn</li> <li>Would have could have should have</li> </ul> | <p>In the teaching of Spelling, reference should be made to the following when introducing words;</p> <ul style="list-style-type: none"> <li>Sound patterns (eg knew, fuse, emu, argue)</li> <li>Visual patterns (eg bread, feast)</li> <li>Meaning patterns (eg prefixes, suffixes) to spell multi- syllabic words</li> <li>Generalisations that can be made about the spelling of words (eg when 'g' is followed by 'l', or 'y' it usually sounds like 'j' - giant, general)</li> </ul> <p><b>PROOFS SPELLING</b></p> <ul style="list-style-type: none"> <li>Identifies words requiring checking by: <ul style="list-style-type: none"> <li>circling</li> <li>underlining</li> </ul> </li> </ul> <p><b>CORRECTS MISSPELT WORDS BY:</b></p> <ul style="list-style-type: none"> <li>Asking peers</li> <li>Asking teachers</li> <li>Trying alternative spellings</li> <li>Referring to class charts</li> <li>Referring to personal dictionary</li> <li>Referring to commercial dictionary</li> <li>Referring to pocket speller</li> </ul> <p><b><u>SPELLING RULES</u></b></p> <p>"PH" AND "GH"</p> <ul style="list-style-type: none"> <li>Sometimes "ph" and "gh" make an "f" sound.</li> </ul> <p>FINAL "L"</p> <ul style="list-style-type: none"> <li>Usually, words of two or more syllables ending in "L" have only one "L". eg level</li> <li>Usually, if a word ends in a vowel and an "L", the "L" is doubled when a suffix beginning with a vowel is added. Eg levelled</li> </ul> <p>ADDING A SUFFIX</p> <ul style="list-style-type: none"> <li>A suffix is an ending that can be added to a word. When a suffix is added to a word (except a word ending in "e" or "y") the word usually stays the same. See Year 4 rules. ('e' goes away and change 'y' to 'i')</li> </ul> <p>ADDING A PREFIX</p> <ul style="list-style-type: none"> <li>A prefix is a beginning that can be added to a word to change its meaning.</li> <li>When a prefix is added to a word, the word usually stays the same.</li> </ul> <p>ADDING "full"</p> <ul style="list-style-type: none"> <li>If the ending "full" is added to a word, one "l" is dropped. The suffix "ful" means "full of".</li> </ul> <p>ADDING "ly"</p> <ul style="list-style-type: none"> <li>If the suffix "ly" is added to a word (except a word ending in a "y") the word usually stays the same. The suffix "ly" usually changes adjectives to adverbs. If "ly" is added to a word ending in "le", the "le" is dropped. Eg simple - simply</li> </ul> |