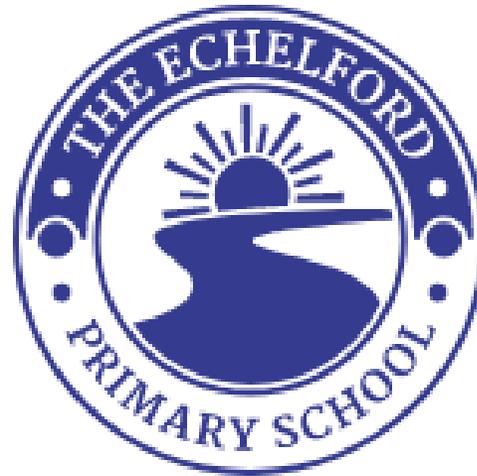


# Year 6

## Writing Guide



# Recommendations from Year 6 teachers- Where to start...

<https://www.pobble365.com/> and  
<https://www.onceuponapicture.co.uk/>

These websites have a new picture every day that can act as a stimulus for writing as well as various different writing activities to have a go at.

<https://www.literacyshed.com/whats-new.html>

The literacy shed provides stimulating videos and learning opportunities.

<https://www.talk4writing.com/home-school-units/>

This website offers writing booklets with a range of interesting activities to complete.

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons>

The BBC Bitesize website has daily lessons for all different subjects.

<https://www.bbc.co.uk/newsround>

Newsround will keep you updated about what is going on in the world, stay informed and write your own reports and responses.



Where Do Ideas Come From?

*Find something you are interested in. Try to become an expert in that area. Research all you can about it, present your information in different ways and share your learning with others.*



## When writing, remember to **always**:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action; distinguish between the language of speech and writing.
- Select vocabulary and grammatical structures that reflect what the writing requires.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary.
- Use a range of devices to build cohesion within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use the range of punctuation taught at key stage 2, and use such punctuation precisely to enhance meaning and avoid ambiguity.
- Spell correctly.
- Maintain legibility in joined handwriting.





|  |  |   |   |  |
|--|--|---|---|--|
| <p><b>Enhance your sentence!</b></p>   | <p><b>Whoever, whenever</b><br/>Whoever was the first to leave, and whenever they did, I was in no doubt their ears would be ringing on their walk home.</p> | <p><b>Not only, but so</b><br/>Not only was the music loud, but so were the voices of people shouting to one another.</p> | <p><b>Verb beginning</b><br/>Considering how loud the music was, it was a wonder people were still able to talk to their friends.</p> | <p><b>Unfortunately fortunately</b><br/>Unfortunately, someone had turned the volume up still higher. Fortunately, the song was popular and people immediately rushed to the dancefloor.</p> |
| <p><b>More, more, more</b><br/>The more they drank, the more they shouted, the more excited people became.</p> | <p><b>So, so</b><br/>The music was so loud, so ear-piercingly deafening, that people could not hear one another talk.</p>                                    | <p><b>The party was loud.</b></p>   | <p><b>Adverb beginning</b><br/>Loudly blaring out of the speakers, the music filled the room.</p>                                     | <p><b>It is not, it is</b><br/>It is not the quality of music that makes a party great, it is the volume.</p>  |
| <p><b>Three of</b><br/>The party was riotous, roaring and raucous.</p>   | <p><b>Triple noun colon</b><br/>Fun, laughter and music: the party was hitting its peak.</p>   | <p><b>Comma although</b><br/>The music was loud, although that did not stop people trying to have conversations.</p>      | <p><b>Double adjective start</b><br/>Ear-splitting and deafening, the music blared out from the speakers.</p>                         | <p><b>Simile start</b><br/>Like thunder, the bass thudded from the speakers.</p>   |



# Formal or informal?

## Formal Writing

### **When do I need to use a formal tone?**

Most writing is formal.  
Some writing, such as newspaper articles or persuasive writing can be very formal.

### **What does formal writing look like?**

Expanded form (cannot, will not)  
Formal language (ouch!, prepare)  
Rhetorical questions (What would you do in this position?)  
Formal phrasing (It is inadvisable to...)

## Informal Writing

### **When can I use an informal tone?**

Diary entries can be written informally.  
When you use direct speech, you can be informal.

### **What does informal writing look like?**

Contractions (can't, won't)  
Slang (ugh!, get/got e.g. get ready)  
Question tags (You liked it, didn't you?)  
Informal phrasing (You shouldn't...)



# How to adjust your style for different genres

## Narrative

- An effective opening that leads into a good plot
- Varied sentence lengths
- Paragraph breaks
- Stylistic devices e.g. personification, similes
- Dialogue
- Varied sentence openings
- Time links to gloss over unimportant sections e.g. next morning
- Use powerful verbs to describe actions
- Use effective adverbs and adjectives to add detail

## Newspapers

- Written a headline and sub-heading
- Written in columns
- Written in the past tense
- Included what, where, who, when, how and why
- Used quotes to develop the story
- Broadsheet - Factual, serious, unbiased
- Tabloid - Dramatic, exaggerated, obvious bias, less facts and more speculation

## Persuasion

- Written a title
- Included an introduction presenting the topic
- Separated my work into paragraphs
- Written in present tense
- Included facts to help my argument
- Included alliteration
- Used exaggeration (hyperbole)
- Used strong adjectives for a purpose
- Used rhetorical questions
- Presented opinions as fact
- Written a short conclusion



# How to adjust your style for different genres

## Instructions

- Written a title
- Included what ingredients and equipment is needed
- Written in the present tense and second person
- Used time adverbials to sequence events
- Used imperative verbs
- Written in short, concise sentences
- Included a picture to show what the final product looks like

## Discussion

- Written a title or question
- Included an introduction
- Separated work into paragraphs and expanded these with detail
- Included points for
- Included points against
- Written in present tense
- Included logical conjunctions
- Remained balanced throughout the discussion
- Used conditional phrases
- Written a short conclusion where you take a side based on all opinions presented

## Information Texts

- Written a title
- Included an introduction
- Separated work into paragraphs with sub-headings and expanded these with detail
- Started each paragraph with a topic phrase
- Written in present tense and third person
- Included technical vocabulary
- Included generalisers
- Included a range of facts
- Written a short conclusion



# Writing discussion pieces

## Logical Conjunctions

|                   |                          |
|-------------------|--------------------------|
| However           | The main reasons against |
| On the other hand | First of all             |
| Nevertheless      | As a result              |
| In contrast       | Some people believe      |
| In addition       | Many people              |
| Moreover          | After much thought       |

## Discussion

### Key Vocabulary

**Abstract nouns** - A noun that denotes an idea, quality or state rather than being a concrete object

**Conclusion** - The summing up of an argument or a text

**Conditionals** - Avoids a definitive view e.g. could, should

**Discussion** - A conversation or debate about a specific topic in order to reach a decision

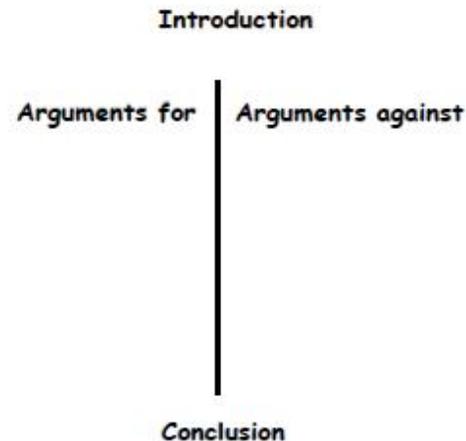
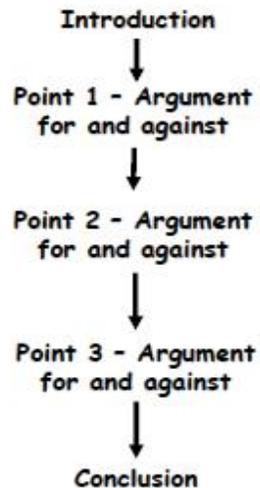
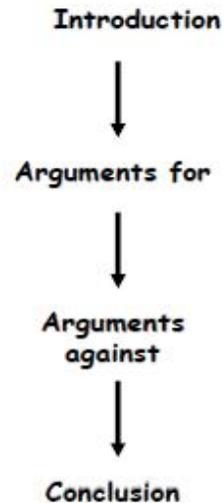
**Introduction** - An explanatory section at the beginning of a book, speech or report to briefly introduce the subject matter

**Logical conjunctions** - A word used to connect two or more sentences together e.g. Furthermore

**Present tense** - The tense that shows an action is currently going on

**Third person** - The use of they, he, she rather than I or we

### Organisation



# Writing a Text Analysis - Creating a quotation explosion

Step 1: Decide on your point.

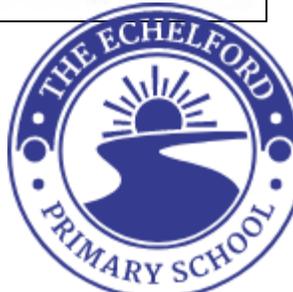
Step 2: Find a quote that demonstrates your point.

Step 3: Identify the word classes within your quote.

Step 4: Define each word/phrase, or purpose of the punctuation.

Step 5: Link the meaning of words/phrases and punctuation to your point.

|   |  |   |  |
|---|--|---|--|
| <p>Bradley does not currently have any friends.</p> <p>"As long as he hated them, it didn't matter what they thought of him."</p> | <p>Bradley does not currently have any friends.</p> <p>"As long as he hated them, it didn't matter what they thought of him."</p> <p>Labels: conjunction, connective, pronoun, verb, pronoun, determiner, negative, verb phrase, preposition, pronoun, relative pronoun, pronoun</p> | <p>Bradley does not currently have any friends.</p> <p>"As long as he hated them, it didn't matter what they thought of him."</p> <p>Labels: provided that, conjunction, connective, pronoun, verb, pronoun, determiner, did not, negative, verb phrase, not important to him, preposition, pronoun, relative pronoun, pronoun, the children, opinion, impression</p> | <p>Bradley does not currently have any friends.</p> <p>"As long as he hated them, it didn't matter what they thought of him."</p> <p>Labels: provided that, conjunction, connective, pronoun, verb, pronoun, determiner, did not, negative, verb phrase, not important to him, preposition, pronoun, relative pronoun, pronoun, the children, opinion, impression</p> <p>Notes: the strongest way of saying your dislike. the other children may be funny and not like him, but Bradley goes one step further to hate them. he doesn't even know their names. we know the names of our friends because they are important to us. thoughts are unspoken. Bradley assumes that the other children look badly of him and so does not like them in return, as he sees it. he is not worried by it because the feeling is mutual. Although not have the impression he only doesn't like them because he doesn't only, don't like him.</p> |
|---|--|---|--|



P Point



E Evidence



A Analysis



L Link



A PEAL paragraph is made up of one point, one piece of evidence and more than one point of analysis which must be linked back to your point.

# Writing a Text Analysis

## Writing a PEAL paragraph...

**P** - Make your point

**E** - This is shown when .... "...." (Give your quote)

**A** - Pick out the word or phrase you are going to focus on first and give its meaning in this context, or if focusing on a particular piece of punctuation explain its usual purpose

**L** - Explain how that word/phrase/piece of punctuation links to your point

**A** - Pick out another word or phrase you are going to focus on and give its meaning in this context, or if focusing on a particular piece of punctuation explain its usual purpose

**L** - Explain how that word/phrase/piece of punctuation links to your point

**A** - Pick out another word or phrase you are going to focus on and give its meaning in this context, or if focusing on a particular piece of punctuation explain its usual purpose

**L** - Explain how that word/phrase/piece of punctuation links to your point



# Writing a Text Analysis - Example PEAL paragraph

How do you know that Bradley is lonely at school?

We know that Bradley is lonely because he does not have any friends at school. This is exemplified in the quote, "As long as he hated them, it didn't matter what they thought of him." Here the author uses the word 'hate', which indicates a strong dislike of something. The author has chosen to use this word in particular as it is the strongest possible way of saying that you dislike something and reflects how Bradley feels about the other children in his school. Although the other children are mean to Bradley, showing that they dislike him, he goes one step further and hates them. Being disliked and disliking the other children in school shows us that Bradley has no friends. The author uses the pronouns 'them' and 'they' within this quote, which refer to the other children at Bradley's school. If Bradley were friends with the other children, he would know their names but he does not and so refers to them collectively as 'they' or 'them', offering further evidence that Bradley does not have any friends in school. It also indicates that the other children are not important enough to Bradley for him to know their names, further demonstrating that they are not his friends. The author focuses on what the other children 'thought of' Bradley showing that these are their opinions or impressions of him. This reminds the reader that it is not what they have said aloud, but rather only what they think of him. In turn, this indicates that Bradley is assuming what the other children think of him as we do not know that they have ever spoken their dislike of him aloud, showing that the children have not spoken to one another as friends would normally do.



# How to write up a Science Experiment

**Title** - What are you doing? Try to phrase it as a question e.g. Will the number of components in a circuit make a difference?

**Introduction** - What are you trying to find out? What do you already know? What questions are you trying to answer?

**Prediction/ Hypothesis** - What do you think will happen and why do you think that? e.g. I predict... because...

I predict that the plants on the window sill will grow more efficiently than the plants in the cupboard as I know one of the things plants require is sunlight.

Your prediction doesn't have to be 'right' but remember to refer back to it in your conclusion.

**Methodology** - How are you going to test the experiment? What will be the same and what will change (variable)? What equipment do you need to carry out the experiment? Draw any diagrams you may need to (make sure they are drawn with a ruler and labelled if appropriate)

**Results** - Remember to record results in a neat style; you may wish to use a table or make notes next to diagrams.

Where appropriate, use different visual representations of data such as bar charts or line graphs

Remember to refer back to your set of results in your conclusion.

**Conclusion** - Answer your original question, state whether or not your original prediction was correct, use scientific knowledge to explain your results, how could you further investigate? Describe what your data shows

Where appropriate; identify patterns in your data, describe possible limitations imposed by techniques or equipment, and suggest improvements to your methods or equipment



# Do I need a comma or semi-colon?

A **main clause** is a clause that makes sense on its own. It is also sometimes referred to as a simple sentence.

A **subordinate clause** is a clause that does not make sense on its own. It must be used alongside a main clause within a sentence.

A comma is used to separate a **main** and **subordinate** clause but only when the **subordinate** clause comes first in the sentence.

**If we go to the park today,** I want to play on the swings.

I don't think we should go to the park today **because it is raining.**

A semi-colon is used to separate two **main** clauses.

**We can't go to the park today;** it is raining.



# Year 6 writing supports

## Spelling list

|             |                          |               |             |
|-------------|--------------------------|---------------|-------------|
| accommodate | criticise (critic + ise) | individual    | relevant    |
| accompany   | curiosity                | interfere     | restaurant  |
| according   | definite                 | interrupt     | rhyme       |
| achieve     | desperate                | language      | rhythm      |
| aggressive  | determined               | leisure       | sacrifice   |
| amateur     | develop                  | lightning     | secretary   |
| ancient     | dictionary               | marvellous    | shoulder    |
| apparent    | disastrous               | mischievous   | signature   |
| appreciate  | embarrass                | muscle        | sincere(ly) |
| attached    | environment              | necessary     | soldier     |
| available   | equip (-ped, -ment)      | neighbour     | stomach     |
| average     | especially               | nuisance      | sufficient  |
| awkward     | exaggerate               | occupy        | suggest     |
| bargain     | excellent                | occur         | symbol      |
| bruise      | existence                | opportunity   | system      |
| category    | explanation              | parliament    | temperature |
| cemetery    | familiar                 | persuade      | thorough    |
| committee   | foreign                  | physical      | twelfth     |
| communicate | forty                    | prejudice     | variety     |
| community   | frequently               | privilege     | vegetable   |
| competition | government               | profession    | vehicle     |
| conscience* | guarantee                | programme     | yacht       |
| conscious*  | harass                   | pronunciation |             |
| controversy | hindrance                | queue         |             |
| convenience | identity                 | recognise     |             |
| correspond  | immediate(ly)            | recommend     |             |

# Writing Help Mat

## TiP ToP Paragraphs

**Ti** - Stands for Time, so start a new paragraph for a different time period

**P** - Stands for Place, so start a new paragraph for each new place

**To** - Stands for Topic, so start a new paragraph for each new topic, idea or subject

**P** - Stands for Person, so start a new paragraph for each person

## Prepositions

|                  |               |
|------------------|---------------|
| <b>On</b>        | <b>Along</b>  |
| <b>Over</b>      | <b>Beyond</b> |
| <b>Beside</b>    | <b>Under</b>  |
| <b>On top of</b> | <b>In</b>     |
| <b>Between</b>   | <b>Before</b> |
| <b>Past</b>      | <b>After</b>  |

## Coordinating Conjunctions

|            |            |
|------------|------------|
| <b>For</b> | <b>Or</b>  |
| <b>And</b> | <b>Yet</b> |
| <b>Nor</b> | <b>So</b>  |
| <b>But</b> |            |

## Subordinating Conjunctions

|                    |                |
|--------------------|----------------|
| <b>After</b>       | <b>Since</b>   |
| <b>Although</b>    | <b>So that</b> |
| <b>As</b>          | <b>Than</b>    |
| <b>Because</b>     | <b>Though</b>  |
| <b>Even though</b> | <b>Unless</b>  |
| <b>If</b>          | <b>When</b>    |
| <b>Once</b>        | <b>Where</b>   |
| <b>Rather than</b> | <b>While</b>   |



## Year 6 writing supports

### Modal Verbs

|        |        |
|--------|--------|
| Could  | Will   |
| Must   | Shall  |
| Should | Has to |
| Ought  | Might  |
| Would  | Can    |
| May    | Might  |

### Cohesive Devices

|                  |               |
|------------------|---------------|
| Furthermore      | Soon after    |
| First            | Moreover      |
| After that       | In contrast   |
| Despite          | In addition   |
| However          | Otherwise     |
| In comparison    | Therefore     |
| In the mean time | In particular |
| Finally          | Although      |
| Then             | Also          |

# Writing Help Mat

### Passive Verbs

|           |                  |
|-----------|------------------|
| Is        | Will be          |
| Is being  | Is going to be   |
| Was       | Must be          |
| Was being | Should have been |
| Has been  |                  |
| Had been  |                  |

### Punctuating Speech

There are four key rules:

- 1) Use inverted commas "To open and close speech."
- 2) Start speech with a capital letter
- 3) Before closing speech, use appropriate punctuation e.g. "I'm going to the shops," said John.
- 4) New speaker - New line

### Punctuation

**Parenthesis** - A word or phrase inserted as an explanation or afterthought into a passage, usually marked off by brackets, dashes or commas.

e.g.  
Snow White, in a moment of madness, took a bite from the shiny red apple.

Snow White - in a moment of madness -took a bite from the shiny red apple.

Snow White (in a moment of madness) took a bite from the shiny red apple.

**Commas for clarity** - Commas for clarity avoid a subject being interpreted incorrectly.

e.g.  
Let's eat grandma!

Let's eat, grandma!

**Colons**: A colon can be used to introduce a list, before someone speaks or instead of a full stop.

e.g.  
He was freezing: the temperature was below zero.  
I want the following items: butter, sugar and flour.

**Semi-colons**: A semi colon is used to separate parts of a sentence/ longer items in a list.

e.g.  
James likes Indian food; Mario prefers Italian food.

You will need to bring a sleeping bag; some food for yourself; a small gift for the host and some clothes.

