

Year 6 Writing Focus: Sentence Structure

Year 5 Summer	Autumn	Spring	Summer
<u>Pupils to be reminded of during every unit of writing:</u> - Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause) - Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. - Standard English forms for verb inflections instead of	<u>Pupils to be reminded of during every unit of writing:</u> - Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause) - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). - Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). - Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).	<u>Pupils to be reminded of during every unit of writing:</u> - Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause) - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). - Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). - Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	<u>Pupils to be reminded of during every unit of writing:</u> - Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause) - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). - Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). - Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

local spoken forms (e.g. we were instead of we was, or I did instead of I done). <u>To revisit as 'Writing Opportunities':</u> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma) • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Noun phrases expanded by the addition of modifying	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done). <u>To revisit as 'Writing Opportunities':</u> • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma)	• Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done). <u>To revisit as 'Writing Opportunities':</u> • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma) • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").	• Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done). <u>To revisit as 'Writing Opportunities':</u> • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma) • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").
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adjectives, nouns, preposition phrases and quantifiers Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). New learning: • Sentence (Relative Clauses) - Omit relative pronoun where possible • Sentence (Adverbs and Modal Verbs) - Combine adverbs and modals for precision in tone and meaning (almost certainly, might possibly) • Text (Cohesion) - Identify verb tenses; revise present and past • Text (Linking ideas across paragraphs) - Use purposefully in multi-paragraph writing (Consequently, in addition, beyond the trees)	• Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). New learning: • Sentence (Active and Passive) – Recognise the difference between active and passive voice (<i>The door was opened by Sam.</i> vs <i>Sam opened the door.</i>) • Sentence (Subjunctive) - Recognise and identify the subjunctive mood (If I were... / I suggest that he stay...) • Text (Cohesive Devices) - Repetition of key words or phrases. Basic adverbials (first, then, next, finally. Understand the purpose of	New learning: • Sentence (Active and Passive) - Use passive to emphasise object or formality (The decision was made by the council.) • Sentence (Subjunctive) - Use the subjunctive in formal suggestions and hypothetical situations (It is vital that she attend...) • Text (Cohesive Devices) - Grammatical connections (e.g., causal and contrastive adverbials). Begin using ellipsis for cohesion (e.g., omitting repeated subject or action). Writing linked paragraphs for effect Punctuation: • Use semi-colons to join related independent clauses • Use semi-colons within complex lists • Introduce dashes to separate or emphasise ideas • Use bullet points with appropriate punctuation	New learning: • Sentence (Active and Passive) - Choose active/passive purposefully for effect (The cake was eaten mysteriously.) • Sentence (Subjunctive) - Apply confidently in extended formal writing (If I were in charge, I would...) • Text (Cohesive Devices) - Controlled use of repetition for emphasis. Sophisticated adverbial phrases (e.g., <i>despite this</i>, <i>nevertheless</i>, <i>consequently</i>). Confident and selective use of ellipsis Punctuation: • Confident and accurate use of semi-colons, colons, and dashes in extended writing • Sophisticated use of hyphens for clarity and precision narrative, • Varied and effective use of bullet points in non-fiction writing
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- Punctuation - Avoid ambiguity (After the test, students who finished early could leave.) - Punctuation - Vary use depending on tone/style (Combine brackets, commas, dashes appropriately)	linking ideas across paragraphs Punctuation: - Build understanding of independent clauses - Introduce the colon, semi-colon, and dash for linking related ideas - Introduce the colon for simple lists - Begin exploring hyphen use in compound adjectives		
	On-going Skills		
	<u>Dictation</u> Write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
	<u>Handwriting</u> - 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		
	<u>Composition</u> Plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - 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] <u>Evaluate and edit by:</u> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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Progression in spelling rules mapped following Grammarsaurus scheme

Handwriting progression for specific letters and families planned following Letter Join Scheme