



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;

Imaginative	Information	Argument
Young adolescent fiction including Adventure stories Narrative poems	Web pages Explanations Survey Results	Letters to the Editor

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



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 language limericks	a letter requesting information explanations of findings in Maths, Science, Technology and Enterprise newspaper articles	travel brochures
simple play scripts descriptions using figurative language narratives	interview questions reports	

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