

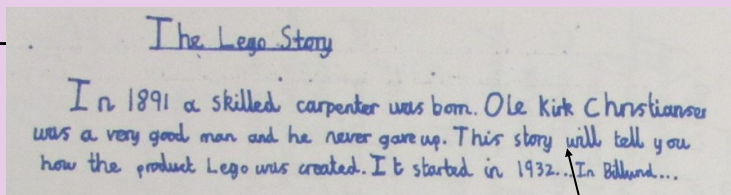


Writing in Year 6!

Composition : Skills and processes that are needed for writing.

Please support your child by helping them to:

- Use plans to note their initial ideas, drawing on reading and research where necessary.
- Develop characters, setting and create atmosphere in stories.
- Add dialogue to convey character information and advance the action in the story.
- Make links between paragraphs and across the text.
- Use further organisational devices such as bullet points or headings.
- Propose changes to vocabulary, grammar or punctuation to enhance effects and clarify meaning.
- Ensure tense is accurate and consistent in a piece of writing.
- Check for spelling errors.
- Perform their own compositions.



An example of handwriting

expectations. Children should be joining accurately across the curriculum. Every lesson is a writing lesson!

Spelling

During Year 6 the children will be taught spellings that rely less on phonic knowledge and more understanding of word structure, e.g.

What Are Prefixes?

- A **prefix** is a group of letters we add to the **front** of a root word.
- Prefixes **change the meaning** or **purpose** of the word, e.g:
un + kind = unkind
The word has become its opposite meaning (antonym)

prefix root word suffix

uncomfortable
irregularly
disorganised
unconfidently
disrespectfully

What Are Suffixes?

- A suffix is a **word ending**. It is a group of letters you can add to the **end** of a root word.
e.g. walking, helpful, happily
- Adding suffixes to words can **change** or **add** to their meaning, but most importantly they show **how** a word will be used in a sentence and what part of speech (e.g. noun, verb, adjective) the word belongs to.



The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes. Please help your child to learn any words sent home.

At Queen's Hill Primary, we expect every child to write at least two pages of A4 paper in every extended writing lesson.



Vocabulary, Grammar and Punctuation:

The children will explore words used in the texts they read in English and be expected to use similar words in their writing. Please help your child by practising these features of grammar...

Passive Voice vs. Active Voice

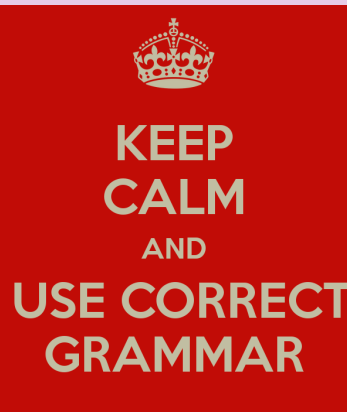
In passive voice, the subject is receiving the verb.

Example:
Juan was hit by a car.



In active voice, the subject is performing the verb.

Example:
A car hit Juan.



SUBJUNCTIVE MOOD

There are three major moods in English:

The Indicative Mood. This states facts or asks questions. For example:
They are playing the guitar.
Are they playing the guitar?

The Imperative Mood. This expresses a command or a request. For example:
Play the guitar!
Please play the guitar.

The Subjunctive Mood. This shows a wish or doubt. For example:
I suggest that Lee play the guitar.
I propose that Lee be asked to play the guitar.
If I were Lee, I would play the guitar.

How

How do I use a semicolon?

If you have two independent clauses, meaning they could stand alone as their own sentences, it's ok to use a semicolon. For example:



“ My aunt also had hairy knuckles; she loved to wash and comb them. ”



This is an independent clause, meaning it could stand alone as a complete sentence.

This is also an independent clause; it could exist without being attached to its predecessor.

Try to help your child to use more ambitious vocabulary. Ask them about word of the week!

DASHES

DASH: Use a dash to indicate an abrupt break in thought or speech.

EXAMPLE: It's your turn—even though it is your birthday—to do the dishes.