

Parent/carer document - end of year expectations for writing



Year 6

Handwriting

- All children should be joining their letters cursively as demonstrated by the handwriting document below

Spelling rules

- Please see the link attached for the spelling appendix on the government website which will give you a list of spelling rules for each year group.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf#page=39&zoom=100,76,76

Common exception words mat for Year 5 and 6 are attached below

Notably: (Please see common exception word document for words with these endings)

-cious/tious	ant/ance/ancy	able/ably	fer(s)
-cial/tial	ent/ence/ency	Ible/ibly	Silent letters

Fundamentals

- Using a full range of punctuation from other year groups: full stops, capital letters, exclamation marks, commas in a list, apostrophes for singular and plural possession, contractions, punctuating direct speech correctly, using paragraphs to group ideas and using commas after fronted adverbials (please see other parent guides for further information)
- Use a range of parenthesis
- Subordinate clause
- Using relative clauses
- Using modal verbs

Punctuation and grammar:

- Understanding of subject/object in a sentence

The subject is usually the thing or person who performs the action of the verb.

The object is the thing or person that is involved in the action of the verb, but does not carry it out.

The man ate a cream cake

- Use of the passive voice

Sentences can be described as active or passive. Sentences are usually constructed using the active voice with a subject, verb and object.

Using the passive voice is a way of writing sentences so that the subject has the action 'done' to it - the object of the sentence comes first.

Eg: Active voice: 'The puppy chewed the toy.'

Passive voice: 'The toy was chewed by the puppy.' OR 'The toy was chewed.'

- Use of synonym or antonym

Synonyms are words with the same or similar meaning: Words such as happy, cheerful and merry.

Antonyms are words with opposite meanings: Words such as angry and peaceful.

- Use of a colon to introduce lists and semi-colons within lists. There must be a main clause (a standalone sentence) before the colon.

There are three things you need to be a successful St Mary's pupil: a kind heart; warmth and the ability to love; and resilience.

- Use of a colon to introduce an idea, or support the previous sentence

You are only left with one option: to leave

- Use of semi-colons to separate independent clauses within sentences

A semi-colon can sometimes replace a co-ordinating conjunction in a sentence - words like and, but, because or so that are used to link two clauses.

For example: Lola and Dingo walked along the cliff path, so they could see the beach.

This could be re-written as:

Lola and Dingo walked along the cliff path; they could see the beach.

- Use of hyphens for clarity

You would use a hyphen only if the two or more words are functioning together as an adjective before the noun they're describing. For example: man-eating shark, bird-eating spider.

- Use of a dash for extra information

She was feeling poorly- hospital treatment was required.

- Use of past, present and progressive tenses

Simple	Present	Progressive
<u>Simple past:</u> I walked	<u>Past perfect:</u> I had walked	<u>Past progressive:</u> I was walking
<u>Simple present:</u> I walk	<u>Present perfect:</u> I have walked	<u>Present progressive:</u> I am walking
<u>Simple future:</u> I will walk	<u>Future perfect:</u> I will have walked	<u>Future progressive:</u> I will be walking

Example piece of work

Swelling in ^Mediterranean ^Sea, Daedalus and Icarus were imprisoned by the king of Crete. They were stuck in the tower for who knows when until Daedalus' mind clicked with an extraordinary idea Icarus was puzzled at Daedalus' bright, creative face.

Everyday, Daedalus tried and tried until his science energy was out just to trick big birds with majestic, enormous wings with fresh bread to pluck out their little feathers.

Months and months later, Daedalus finally made the genius, enormous wings. Before they leaped, without knowing if it will work, Daedalus warned Icarus, "Whatever you do don't fly too high or low, if too high the beaming sun will melt the wax and fall to a drowning death, if too low the crashing waves will eat you." 3, 2, 1 jump! They soared across the blowing wind with a joyous smile on their faces. Sooner than Daedalus knew it, Icarus flew high up the sky, through the clouds, past the winds and near the shining sun. Slowly, his wings started to melt.

Handwriting Scheme

a c o b e d g u

p i j l m n h s

t k h v w z x

f

abcdefghijklmnop

qrstuvwxyz

The quick brown fox jumped
over the lazy dogs.

Year 5 and 6 spelling list

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