



## Year 6 Writing Knowledge Organiser

KSS top 10	
1	To accurately spell all words from the Year 5 and 6 spelling list, following rules from Appendix 1.
2	To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
3	To select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
4	To use the range of punctuation taught at key stage 2 mostly correctly (including semi colons, colons, dashes and hyphens.)
5	To use verb tenses and punctuation consistently (sometimes to enhance meaning and avoid ambiguity.)
6	In narratives, describe settings, characters and atmosphere.
7	To integrate dialogue to convey character and advance the action.
8	To maintain legibility in joined handwriting when writing at speed.
9	To use a wide range of devices to build cohesion within and across paragraphs
10	To propose changes to their vocabulary, grammar and punctuation to enhance effect and clarify meaning.



Powerful knowledge and skill (previous learning highlighted)

Persuasive arguments	Poetry	Recounts (Biography, autobiography, diary entries)	Narrative	Reports
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Present Tense</li> <li>• ADDING and CAUSAL conjunctions</li> <li>• Paragraphs – arguments clearly stated in TOPIC SENTENCES</li> <li>• Persuasion backed up with evidence and facts</li> <li>• Use of RESEARCH for evidence – give facts and figures</li> <li>• CONSTRUCTIONS ‘Stupid reader or clever reader’</li> <li>• Powerful language (adjectives, adverbs, verbs)</li> <li>• Questions to the reader (make a point)</li> <li>• REPETITION for effect (especially advertisements) Conclusion – ends with restatement of case argued</li> </ul>	<ul style="list-style-type: none"> <li>• Half or near rhyme</li> <li>• Internal rhythm</li> <li>• Alliteration &amp; onomatopoeia</li> <li>• Metaphors &amp; Similes for personification</li> <li>• Use of Structure, Patterns and repetition</li> <li>• Unusual word combination</li> <li>• Select words linked to senses</li> <li>• Make each word count</li> <li>• Opening and Closure</li> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i> <i>Continue to explore and read aloud a wide range of poetry</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Paragraph (who, where, what, why, when?)</li> <li>• Chronological Order</li> <li>• Paragraphs to show chronological order</li> <li>• Past Tense</li> <li>• First Person / Third person</li> <li>• Time Conjunctions – structure chronological order</li> <li>• Conclusion – Closing statement</li> </ul> <p>Apply recount skills to write a drama recount based around ‘a day in the life of’.</p>	<ul style="list-style-type: none"> <li>• Opening to grab attention (question to reader or a noise or SPEECH)</li> <li>• Build Up</li> <li>• Climax / Problem</li> <li>• Resolution</li> <li>• Ending – Character change . lesson learned / find evidence / take reader back to the start</li> <li>• Conjunctions</li> <li>• Adjectives</li> <li>• Powerful Verbs (‘doing’ words)</li> <li>• Adverbs (‘how’ someone is doing something)</li> <li>• Speech – 5 max. Speech rules</li> <li>• Similes and Metaphors + other figurative language</li> <li>• PAST tense – LINK TO VERBS</li> <li>• Complex Sentences Show not tell (sentences and paragraphs).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Subheadings</li> <li>• Paragraphs – organised into clear structure</li> <li>• Present Tense (not Historical character / item)</li> <li>• Technical Vocabulary</li> <li>• Facts, not opinion</li> <li>• FORMAL, not ‘chatty’</li> <li>• Conjunctions to add information</li> <li>• Conclusion – summary of information</li> </ul>