Writing
Year 6

Teachers will explicitly model writing behaviours and monitor student understanding in this area.

Students will:

- Experiment with personal hand-writing style to support fluency, speed, legibility and appeal
- Understand format and purpose of note-taking
- Write texts using the set structure of various genres e.g.
  - Recount, narrative, exposition, poetry, letter writing, lists, reports and procedures
- Critically interpret and analyse the effects of content, purpose, audience when composing texts e.g.
  - Examine purpose to persuade an audience to buy a product
  - Discuss if an advertisement would still retain integrity if the age, gender, culture of the characters were changed
  - Evaluate written texts and keep a record of the kinds of texts, the audience and the purpose
- Begin to apply an understanding of content, purpose and audience to their writing
- Plan, construct and communicate with texts appropriately e.g. An argument stating the issue, presenting a position and making recommendations
- Keep a recorded journal of the kinds of texts written, evaluate the audience and the purpose to ensure variety in writing
- Select appropriate genre to suit topic, audience and curriculum area
• Write about local and global issues

• Write about different themes and issues, fiction or factual, familiar, new and possible experiences

• Confidently and legibly use St John’s Cursive or own writing style

• Use a biro neatly

• Understand and use paragraphs

• Organise writing using heading and sub-headings

• Use correct grammar and tenses e.g. was/were, has/have

• Identifies and uses common and proper nouns, pronouns, verbs, adverbs and adjectives

• Use a dictionary effectively

• Choose better words for overused words like ‘got’, ‘nice’ or ‘said’

• Occasionally use a thesaurus

• Accurately use a full-stop, speech marks, apostrophe of possession/ contraction, question mark, exclamation mark and commas

• Use capital letters appropriately

• Planning
  • Independently plan own writing and follow plan
  • Introduce different writing plans and frameworks
  • Rearrange text to take notes about a topic, summarise and organise in own words
• Editing and proofreading
  • Use an editing checklist (see Appendix)
  • Use genre structure frameworks (see Appendix)
  • Correct structure for purpose
  • Varied sentence beginnings
  • Proof-read by checking spelling by going backwards word by word along a sentence rather than just “reading” words
  • Collect ideas and resources for writing samples containing personal writing samples and containing various forms of writing
  • Evaluate writing using self, peer and group assessment
  • Use feedback from proficient writers if available

• Discuss drafts in progress:
  • Use of topic sentences
  • Use of paragraphs (New topic, meaningful division of text and for change of speaker)
  • Consider:
    a. Word choice
    b. Adjectives
    c. Punctuation
    d. Conjunctions
    e. Dialogue
    f. Clarity of meaning
    g. Relevance
    h. Sequence
    i. Coherence
    j. Removing or replacing text
    k. Correcting mis-spelt words – Use dictionary, electronic spellchecker
    l. Homonyms
    m. Word meanings and derivations
    n. Thesaurus to incorporate alternative and new words
    o. Reorder sequence of events to give prominence
    p. Reorder sequence of events to provide appropriate activity sequence
    q. Tense
Introduction to analysing the building blocks of language

• Explore grammar as a resource for meaning
e.g.
  • My view is that ……
  • It is likely …………
  • The conclusion can hardly be avoided that …………

• Look at well-formed sentences using knowledge of compound and complex sentences

• Use a variety of language choices in texts to create a dialogue through the use of:
  • Direct and indirect speech
  • Statements
  • Questions
  • Commands
  • Exclamations

• Use expressive aspects of language

• Write well-formed sentences using knowledge of conventions
e.g.
  • Subject – verb agreement
  • Main clause must have a finite verb

• Compose texts, which critically explore perspectives in their communities
e.g.
  • Aboriginal reconciliation
  • The power of individuals to shape futures

• Explore how diverse varieties of English, including Standard Australian English, are important for communication effectively with different audiences and adjust written text accordingly

Attitudes:
• Is able to stay on task for 20 minutes quiet writing
• Computer and Resource Based learning:

  • Use a wide range of electronic and other information sources for research work
    e.g. Bibliography, newspaper article, website report, a persuasive letter, analysis of alternative world views

  • Use a range of interactive multimedia to support a presentation and enhance writing
    e.g. construct a web page for school’s intranet to promote community generate statistical tables to support an argument

  • Use a range of software applications in planning, drafting editing and presenting texts
    e.g. Use tables, borders, data display, graphics and webpages

  • Explore how audiences may be affected by texts and aspects of texts (including web-page designs). Consider how they may be read, interpreted and judged differently by people who have diverse values, beliefs and perspectives

  • Refine the use of multi-modal texts and draw on knowledge of layout, visual codes, and language features of each genre to publish writing
    e.g. designing press release, web-pages, advertisements, newspaper articles, research reports for an advertising campaign or an environmental issue, essays, community posters, interactive texts, billboards

• Record information in different ways

  • From a variety of sources
  • Discussion with others
  • Making notes and lists
  • Drawing diagrams
  • Identify key ideas
  • Plan a sequence of ideas
  • Use digital and electronic technologies