

Year 6 Writing Mat

Spellings... I need to know all of these:

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

Create a Mood!

Subjunctive Mood

Where appropriate, in formal writing, use the subjunctive mood:

If I were Queen, ...

Were there to be a change in my circumstances...

I wish he were...

Appropriate Vocabulary!

Where appropriate, use suitable language choices for the given piece of writing, whether it be formal or informal.

e.g. find out - discover
ask for - request

Managing Formality!

Where appropriate, can you switch between levels of formality from formal to informal?

A survey has been published this week, which says almost 50% of the UK population believe that there is other intelligent life out there within the universe; in fact, it is a mainstream viewpoint shared across most of the western world. So, what do you think? Martians, aliens, little green men - or whatever you want to call them - after years of searching, have yet to be found anywhere in the universe. Does that mean they ever will, who knows?

Structure it!

Ensure the appropriate structures for both informal and formal writing are used.

Examples:

Question tags:

He's your friend, isn't he?

Subjunctive form:

If I were Queen...

Active and Passive

Use active and passive sentences appropriately to affect the presentation:

Active: I broke the window in the green house.

Passive: The window was broken in the greenhouse.

Punctuation Reminders:

A . ! ? ' , " " () ... : ; -

Use a full range of punctuation.

colloquialisms,
slang or less
formal language

refer directly
to the reader

Use a thesaurus to look for more ambitious **synonyms**.

Why use 'frightened' when you could use...

startled alarmed
 apprehensive

Or 'show' a character's feelings:

his breathing quickened
her heart raced
sweat trickled gasping for air

An **antonym** is a word opposite in meaning to another.

Fast is an antonym for slow.

Be a Punctuation Professional!

Use **semi colons**, **colons** and **dashes** to mark independent clauses:

It felt like forever- the longest six weeks holiday of all time. Jack's eyes slowly opened; there was no one to be seen. They all knew his secret: he was a specialist secret agent.

Important Cohesion!

Link your sentences and paragraphs using adverbials:

Time: *Subsequently...*, *Later that day...*

Place: *Deep inside the forest...*,
Below the sea...

Frequency: *Occasionally*,
Often

Contrast/ Cause: *On the other hand*, *In contrast*, *As a result*, *Consequently*

Manner: *Breathing heavily*,
Waiting anxiously

Creating Cohesion Top Tip: Not only can you use **pronouns** like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: *the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.*

Ellipsis: Words can sometimes be omitted from sentences as this information will already be known to the reader.

The younger child was very outgoing, the older much more reserved.

Layout Devices

- headings
- sub-headings
- columns
- bullet points
- tables

Use a colon to open a list and bullet points to list items.

Hyphens

These can be used to avoid ambiguity.

Re-cover vs recover

Man-eating shark vs man eating shark

Subject/Object

Instead of performing the action, as subjects usually do, objects receive the action and usually follow the verb.

The girls threw eggs.

Max drunk coffee.

S V O