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# WRITING TOGETHER WORKSHOPS

YEAR 6

*February 2026*



I am a clever writer.



End of September

January

Keeping things simple and doing them well.

I am a Clever Writer is a skills-based approach to teaching writing.

The image shows two pages of student work. The left page is dated '25/9/25' and the right page is dated 'Thursday 22nd January'. Both pages feature a 'STAR WRITE' header and a checklist of writing skills. The student's writing shows significant improvement in sentence structure and vocabulary over time.

**End of September (25/9/25):**

Think, say and remember a sentence	✓	use finger spaces	✓
use capital letters	✓	use full stops	✓

Handwritten text: ELMER is wocud multi coloured elmer zel he fell in the puddle puddle rad cum to ELMER

**January (Thursday 22nd January):**





I can say, remember and write a sentence	✓	Capital letters	✓
Finger spaces	✓	Full stops	✓
I or we	✓	Letters on the line	✓

Word bank (openers): I ✓ We ✓ First ✓ Then ✓ Next ✓ Finally ✓ After that ✓ It ✓ He ✓ She ✓ They ✓

Handwritten text: I met a brown brown owl. It was cute. We saw a shine shiny cockroach. Then we slime saw gecko a slime gecko. Next I saw a amazing I saw an amazing snake. After that we saw a cute baby lesser ferret. Finally we saw a cool baby skunk.

HARBORNE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 6

Spring 1

		Science- Living Things and Their Habitats		Geography – UK, Europe and North America	
Text and Genre	Setting Description- The Giant's Necklace	Retell- The Giant's Necklace	Balanced Argument- Should the little girl have been allowed to stay on her own at the beach.	Retell- The Lumberjack's Beard (GD writers could write the story in the first person.)	
					
Year 6 Genre Progression	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author's voice	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Introduce the debate with background information. Argument for the issue with supporting evidence. Argument against the issue with supporting evidence. Phrases of debate. Facts and statistics. Technical vocabulary. Passive voice.	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	
<b>Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.</b>					
Year 6 Grammar and Punctuation	Use a range of figurative language (metaphors, onomatopoeia, personification).	Use simple sentences to build tension. Use adverbials to move time in a narrative (Later on, Meanwhile). Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)	Use adverbials to introduce an argument (Firstly). Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point. Use linking adverbs to show opposition or a counter argument. Use adverbials in different places in a sentence (On one hand.... whereas/yes/however...). Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,). <b>Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).</b> Use quotes for effective purpose – to add authenticity and make them more memorable. Use the passive voice to make the object more important in the sentence than the subject.	Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. Use extended reporting clauses in speech to show character's thoughts, actions, or feelings. Distinguish between the language of speech and writing and choose the appropriate register.	

*Writing spine created linked to topics in school.*

*Picture books used across the whole school to ensure low cognitive load.*

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*How do we teach writing.*

*Skills lessons*

*Children learn the new skill and practice in the context of the book.*

*Embed lessons*

*Children embed the new skill / skills with previous skills.*

*Star write*

*Children have the opportunity to write at length applying the skill they have learnt alongside previous skills.*

*I do, we do, you do.*

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## Star words

*Vocabulary knowledge is widely considered the greatest indicator of academic and occupational achievement.*

*“Vocabulary is built through robust, purposeful explicit Instruction”. DFE The Writing Framework, July 2025*

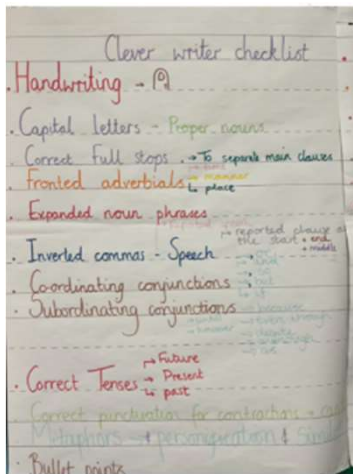


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Wagoll – What a good one looks like.

Checklists – these are all the skills displayed taught so far. These are displayed on the working walls.

Working Walls – this has all the tools which a child might need to help them write their piece.



## What is age related expectation?

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

## Nikola Tesla



Have you ever ~~wondered~~ wondered who invented electricity, while flicking a switch on? Does ~~setting~~ watching your favourite television shows make you ponder, 'How does the screen light up?' Well, this is the text for you! Read more to get the answers to these questions, while discovering more about such a genius inventor, known as Nikola Tesla. ✓ Lovely hook for the reader!

## Early Life


Nikola Tesla, born on the 7<sup>th</sup> of July 1856, grew up in a quiet village called Smiljan, which is located in modern-day Croatia. From a very young age, Tesla was fascinated by all kinds of animals, particularly his beloved cat, Mousk. One quiet day, Tesla stroked his trusty feline, and to his astonishment, sparks leapt from his hand. After that experience, young Tesla's love of experimenting and deep affection for Mousk led him to create many inventions, such as a pop gun, a rotating motor and even a metal hook for catching frogs. Suddenly, at the age of only 17, Tesla caught a deadly illness, which was called cholera. But even after that recovery from cholera that almost killed him, Tesla remained determined and enrolled in college. He studied ~~electricity~~ electrical engineering, a subject that perfectly suited his inventive brain, which would also help him to become famous one day. ✓ Insert a pair of brackets in this sentence to add variety.

## Tesla's Inventions

While studying in college, Tesla solved a complicated scientific problem, although professors told him it was impossible. In addition, he invented a way to transmit electricity over long distances, a discovery which shaped the future. Shortly afterwards, Nikola travelled to New York to work with the inventor of the lightbulb, Thomas Edison. Unfortunately, they did not get along, which meant they were unable to work together. Tesla quickly partnered with George Westinghouse, and showcased his invention at Chicago's World's Fair. Extraordinarily, 100,000 lightbulbs lit up at once, an event which left many visitors awestruck.

- What is greater depth?
  - write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
  - distinguish between the language of speech and writing and choose the appropriate register exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
  - use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Monday 24<sup>th</sup> November

STAR WRITE		
To use colons to introduce a list and punctuate bullet points consistently 		
I am a CLEVER WRITER because I can:	I have included:	Teacher assessment:
Use modal verbs & adverbs	✓	✓
Use adverbials for opening & closing	✓	✓
Include a list using a colon	✓	✓
Include a subjunctive sentence	✓	✓

## 10 PARENTS OF SCHOOL CHILDREN

### Arrangements to be made immediately!

As our great nation faces unprecedented challenges, we all hold our children, our future, our hearts. For this reason, the decision has been made to relocate our children to the safety of the countryside. If you have one or more children under the age of 16 residing on your premises, you are their guardian and are expected to present these young people/person to be evacuated. The evacuation will take occur on the 18<sup>th</sup> January 1940 at 10:30 a.m. sharp as we will be departing from King's Cross Station immediately. We are taking some on say domestic) act to ensure your child is safe and happy, which is paramount to the gover

There are many great positive effects of evacuating your child to the country, such as an encouraging environment for them to learn and grow while they're safe from the devastation of war. Although your child may at first homesick, they will certainly adapt to the relaxed and open space around them. Furthermore, unlike the cities, the countryside has un~~to~~ unparalleled unpolluted, fresh air that will benefit your child's health and ability. Your child will be able to explore and learn the land around the while continuing their studies at school. On top of this, ch

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## *How can you help at home?*

- *Read widely and often*
  - *Talk about the meanings of new words and find better words when creating sentences*
  - *Encourage children to form a sentence and hold the sentence in their head*
  - *Write frequently and informally – shopping list, role play, postcards*
  - *Letter formation*
  - *Retell stories orally and enjoy finding exciting words to use*
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