Relative clause
Year 6 Map WRITING

		Robin Hood and the Golden Arrow A Legend	The Sherwood Bugle Journalistic Writing	Rabbit in mixer survives Poetry Unit	Should Humans Really Rule the Earth? Argument	Brashem's Tortoise Historical Fiction	Exotic Pets Formal/Impersonal writing	Gone Away Flashbacks	Alexander Selkirk Biography and Autobi-ography—ICT	The elephant in the room Playscript	Make memory lapses a thing to forget Persuasive Writing	I believe in Unicorns A famous Author	How does a story become a Manga Explanations
Vocabulary, Grammar and punctuation					RECAP ALL ELEMEMNTS ensure they are applied consistently and independently in ALL writing								
	Grammar/ Punctua-tion	A semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Ellipsis	A full stop for abbreviation Inverted commas and other punctuation to indicate direct speech [for example, where the speaker is identified between two sections of dialogue, e.g. "I like that," smiled Sarah, "because it's exactly what I asked for."]	Conventions for punctuat-ing bullet points to list information	A full stop for abbreviation Inverted commas and other punctuation to indicate direct speech [for example, where the speaker is identified between two sections of dialogue	Inverted commas and other punctuation to indicate direct speech [for example, where the speaker is identified between two sections of dialogue, e.g. "I like that," smiled Sarah, "because it's exactly what I asked for."]	Use relative clauses begin-ning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun and the associated punctuation.	Inverted commas and other punctuation to indicate direct speech [for example, where the speaker is identified between two sections of dialogue	Inverted commas and other punctuation to indicate direct speech [for example, where the speaker is identified between two sections of dialogue	use relative clauses begin-ning with who, which, where, when, whose, that or with an implied	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun and the associated punctuation.	Final checks and address and individual difficulties	
Writing Transcription	Sentence Level	Use expanded noun phrases to convey complicated information concisely (e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings) Use passive verbs to affect the presentation of information in a sentence	Recognise and begin to inde-pendently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Always use the features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know) except where appropriate in narra-tive dialogue	Construct a variety of effective similes and metaphors Use expanded noun phrases to convey compli-cated information concisely (e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings)	Use expanded noun phrases to convey complicated information concisely Recognise and begin to inde-pendently choose vocabulary and structures that are appropri-ate for formal speech and writing, including subjunctive forms Use the perfect form of verbs to mark relationships of time and cause Use passive verbs to affect the presentation of information in a sentence	Select appropriate vocabulary, sentence construction and gram-mar, understanding how such choices can change and enhance meaning (e.g. short sentences to create tension and increase pace, rich vocabulary for descrip-tion, colons and semi-colons to clarify meaning in descriptive lists.	Use expanded noun phrases to convey complicated information concisely Recognise and begin to independently choose vocab-ulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of infor-mation in a sentence	Select appropriate vocabu-lary, sentence construction and grammar, understand-ing how such choices can change and enhance meaning Use the perfect form of verbs to mark relationships of time and cause	Select appropriate vocabu-lary, sentence construction and grammar, understanding how such choices can change and enhance mean-ing Use the perfect form of verbs to mark relationships of time and cause	Recognise and begin to independently choose vocab-ulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Use expanded noun phrases to convey complicated information concisely Recognise and begin to inde-pendently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause	Select appropriate vocabu-lary, sentence construction and grammar, understand-ing how such choices can change and enhance meaning Use the perfect form of verbs to mark relationships of time and cause	Select appropriate vocabu-lary, sentence construction and grammar, understand-ing how such choices can change and enhance meaning Use the perfect form of verbs to mark relationships of time and cause
	Text Level	In narratives, describe settings, charac-ter and atmosphere and integrate dia-logue to convey character and advance the action (e.g. using verb/adverb choice in dialogue to convey character's mood effectively: "Please! No!" she begged desperately or using fronted adverbials to quickly draw reader into setting: At the very back of the stuffy, dark shed…) Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description) Use a range of tenses accurately and consistently Correctly use first, second and third person	Use a wide range of devices to build cohesion within and across para-graphs (e.g. repetition of a word or phrase, grammatical connections [such as adverbials] or ellipsis) Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining] Use a range of tenses accurately and consistently Correctly use first, second and third person	Further increase their range of adverbials, includ-ing fronted adverbials and use modal verbs or ad-verbs to indicate degrees of possibility	Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connections [such as adverbials] or ellipsis) Use further organisational and presentational devices to struc-ture texts and to guide the reader [for example, headings, bullet points, underlining] Use a range of tenses accurate-ly and consistently Correctly use first, second and third person	In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description) Use a range of tenses accurately and consistently Correctly use first, second and third person	Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connec-tions [such as adverbials] or ellipsis) Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]	In narratives, describe settings, character and atmosphere and integrate dialogue to convey charac-ter and advance the action Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)	Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connec-tions [such as adverbials] or ellipsis) Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]	In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)	In narratives, describe settings, character and atmosphere and integrate dialogue to convey charac-ter and advance the action Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]	In narratives, describe settings, character and atmosphere and integrate dialogue to convey charac-ter and advance the action Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)	In narratives, describe settings, character and atmosphere and integrate dialogue to convey charac-ter and advance the action Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)
Writing Composition	Plan				Plan their writing by identifying the audience for and purpose of the writing and effectively adjust their planning in order to meet the requirements of these, including selecting the appropriate form Select appropriate ideas, vocabulary and grammatical forms from model texts to improve the quality of their own writing (See Notes on Planning, Evaluating and Editing, section 3) Use appropriate organisational devices, such as headings, sub-headings or bullet points Consistently plan to use appropriate levels of formality across all writing Use reading and research, where appropriate, to develop initial ideas				Select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing In all text forms, use appropriate detail and conventions to convey intended meaning and advance writing Précis longer passages Clearly identify the viewpoint from which they will be writing, and carefully and effectively maintain this across the whole text Use writing journals as a planning tool and memory aid (See Notes on Planning, Evaluating and Editing, section 1)			
	Draft				Proofread their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions								
	Evaluate				Assess the effectiveness of their own and others' writing, using appropriate grammatical terminology to specifically state what could be improved upon, where appropriate, and discussing the shades of meaning created by their vocabulary and grammar choices Perform their own compositions, using appropriate intonation, volume and movements so that shades of meaning are clear								
Terminology		Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Cohesion Subject Object Active Passive	Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Cohesion	Synonym Antonym Personification Metaphor Simile Modal Verb	Past progressive verb form Perfect verb form Progressive verb form Subordinating conjunction Coordinating conjunction	Past progressive verb form Perfect verb form Progressive verb form Subordinating conjunction Coordinating conjunction	Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Cohesion Subject Object Active Passive	Past progressive verb form Perfect verb form Progressive verb form Subordinating conjunction Coordinating conjunction	Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Cohesion Subject Object Active Passive	Past progressive verb form Perfect verb form Progressive verb form	Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Cohesion	Past progressive verb form Perfect verb form Progressive verb form Subordinating conjunction Coordinating conjunction	Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Cohesion