

Year 6 - Independent Writing Activities

Introduction

This book of 'Independent Writing Activities' covers the genres for the 10 to 11 year old age group. It has been written to the UK National Strategy Primary Framework for Literacy.

It contains at least two independent writing activities for each genre type and is an ideal vehicle for assessing pupil progress in writing when used with the different Levels found in the Writing Assessment Guidelines, which accompany the Primary Framework for Literacy. (The appropriate levels for this age group have been reproduced under licence at the beginning of this book.)

The author has also used this approach successfully with children to embed the features of each genre. This was achieved by re-visiting a previously studied genre later in the term, so that the children practised it once again. This ensured that the features of that particular type of writing remained firmly embedded in the children's memory. Thus when the children were tested or came to write in that particular genre at a later date it was not just a distant memory.

There are six similar books in this series covering the work of pupils from Year 1 through to Year 6 (ages 5 to 11). PDF or Download versions are also available of these books for use on Interactive Whiteboards.

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Writing assessment guidelines: levels 3 and 4

Pupil name

Class/Group

Date

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 4	<p>Across a range of writing</p> <ul style="list-style-type: none"> some variety in length, structure or subject of sentences use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text some variation, generally accurate, in tense and verb forms 	<p>Across a range of writing</p> <ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ideas organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing, sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i> within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or 'pronouns'</i> some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained 	<p>Across a range of writing</p> <ul style="list-style-type: none"> some evidence of deliberate vocabulary choices some expansion of general vocabulary to match topic 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of most common grammatical function words, including adverbs with -ly formation regularly formed content/lexical words, including those with multiple morphemes most past and present tense inflections, plurals likely errors <i>homophones of some common grammatical function words</i> <i>occasional phonetically plausible spelling in content/lexical words</i> 	<p>Handwriting and presentation</p>
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simple structured sentences, variation with support, e.g. <i>some complex sentences</i> <i>and, but, so</i> are the most common connectives, subordination occasionally some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative 	<p>In most writing</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically 	<p>In most writing</p> <ul style="list-style-type: none"> some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i> within paragraphs/sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i> movement between paragraphs/sections sometimes abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i> attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i> 	<p>In most writing</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempts at appropriate style, with attention to reader 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of some common grammatical function words with more than one morpheme, including compound words likely errors <i>some inflected endings, e.g. past tense, comparatives, adverbs</i> <i>some phonetically plausible attempts at content/lexical words</i> 	<p>In most writing</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
BL									
IE									

Key: BL Below level IE Insufficient evidence

Overall assessment (tick one box only)

Low 3

Secure 3

High 3

Low 4

Secure 4

High 4

QCA

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Writing assessment guidelines: levels 4 and 5

Pupil name

Class/Group

Date

Level	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling
5	<p>Across a range of writing</p> <ul style="list-style-type: none"> a variety of sentence lengths, structures and subjects provides clarity and emphasis wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i> some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> full range of punctuation used accurately to demarcate sentences, including speech punctuation syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted 	<p>Across a range of writing</p> <ul style="list-style-type: none"> material is structured clearly, with sentences organised into appropriate paragraphs development of material is effectively managed across text, e.g. <i>closings refer back to openings</i> overall direction of the text supported by clear links between paragraphs 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i> within paragraphs/sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i> links between paragraphs/sections generally maintained across whole text 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and material developed with some imaginative detail development of ideas and material appropriately shaped for selected form, e.g. <i>nominalisation for succinctness</i> clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear and consistently maintained features of selected form clearly established with some adaptation to purpose appropriate style clearly established to maintain reader's interest throughout 	<p>Across a range of writing</p> <ul style="list-style-type: none"> vocabulary chosen for effect reasonably wide vocabulary used, though not always appropriately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of grammatical function words almost all inflected words most derivational suffixes and prefixes most content/lexical words likely errors <i>occasional phonetically plausible spelling of unstressed syllables in content words</i> <i>double consonants in prefixes</i>
4	<p>Across a range of writing</p> <ul style="list-style-type: none"> some variety in length, structure or subject of sentences use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text some variation, generally accurate, in tense and verb forms 	<p>Across a range of writing</p> <ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ideas organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing, sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i> within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i> some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained 	<p>Across a range of writing</p> <ul style="list-style-type: none"> some evidence of deliberate vocabulary choices some expansion of general vocabulary to match topic 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of most common grammatical function words, including adverbs with -ly formation regularly formed content/lexical words, including those with multiple morphemes most past and present tense inflections, plurals likely errors <i>homophones of some common grammatical function words</i> <i>occasional phonetically plausible spelling in content/lexical words</i>
BL								
IE								

Key: BL Below level IE Insufficient evidence

Overall assessment (tick one box only)

Low 4

Secure 4

High 4

Low 5

Secure 5

High 5

QCA

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The Cave

I walked into the dark, gloomy, damp cave. Everything was silent apart from the slow drip of water above my head. Suddenly the silence was shattered by a loud shriek! What was that?



Task

Your task is to write a short story using this idea to help you.

Name _____ Date _____

The Cave

How does the story begin?



Setting: Where and when does it happen?



Characters: Who are they? What are they like?



How do you manage to get back home?

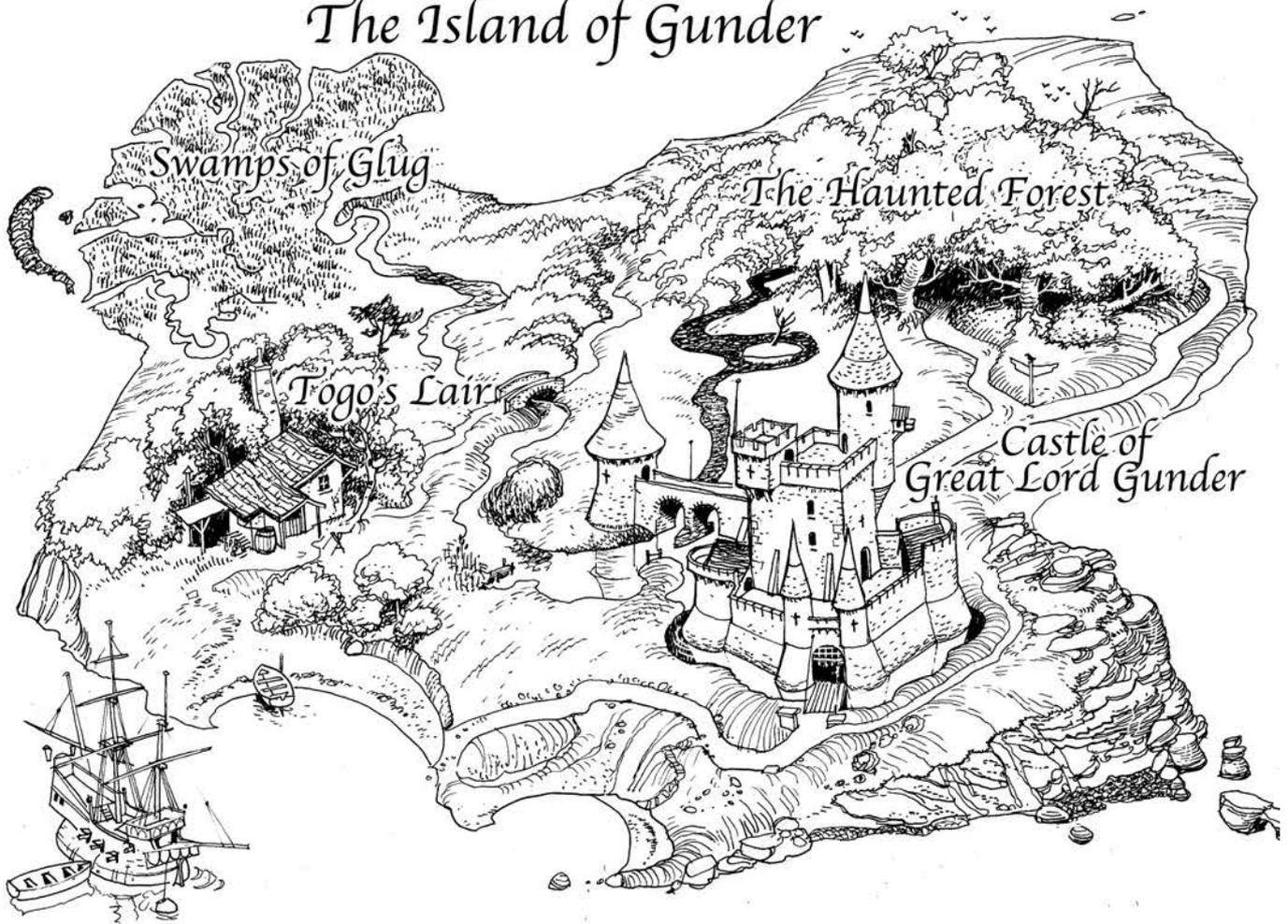


How does the story end?

The Island of Gunder

Here is a map of the Island of Gunder. Some children have found the map and have gone to the island to find the treasure. They have many adventures before the treasure is found.

The Island of Gunder



Task

Your task is to write one of the following chapters of their adventure:

'A Visit to Togo's Lair' or

'The Glug Discovered' or

'Journey Through the Haunted Forest'.

Name _____ Date _____

The Island of Gunder

Title Choice:



Setting: Where does it happen?



Characters:



How does your chapter begin?



What happens next?



How does your chapter end?

Andy Forgets!



Andy stopped short at the school gate. He'd forgotten to do it and it was the last day!
What on earth would she say?

Task

Your task is to write the story of what happens. You will need to think about:

- What is it Andy has forgotten to do?
- Who is the female character in the story?
- Who is he worried about letting down?
- Does he manage to save the day by changing the situation or does he have a disaster on his hands?

Name _____ Date _____

Andy Forgets!

What is it that Andy has forgotten to do?



The characters in the story:

What is Andy like?

Who is the 'she' in the story?

Who is he worried about letting down?



How the story begins:



What happens next?



How the story ends:

Fund Raising Day

Ben and Sophie's class are having a Fund Raising Day for a local charity.



Walking home from school.

Ben: It's going to be great; a whole day with no lessons.

Sophie: (Excitedly) I'm sure we can raise more money than Year 6 did last year!

Ben: Oh, that doesn't matter.

Sophie: It's important! We want to be better than them!

Task

Write the play script in which the children discuss the events their class could organise.

Name _____ Date _____

Fund Raising Day

What Fund Raising ideas do the children come up with?



How does Sophie feel about the Fund Raising Day?



How does Ben feel about the Fund Raising Day?

Name _____ Date _____

Fund Raising Day

Walking home from school.

Ben: It's going to be great; a whole day with no lessons.

Sophie: (Excitedly) I'm sure we can raise more money than Year 6 did last year!

Ben: Oh, that doesn't matter.

Sophie: It's important! We want to be better than them!

The Family Outing

Stewart and Fiona are travelling in the car on the way back from a family outing to Carlton Towers, a children's theme park. Stewart really enjoyed the day and Fiona did not.



The two children are sitting in the back of their parents' car.

Stewart: (Enthusiastically) What a fantastic day! I couldn't believe how many exciting things there were to do!

Fiona: You must be joking! I have never been so bored in my life!

Task

Your task is to continue the conversation in which they talk about the day out. Stewart has found it a wonderful experience but Fiona has not.

Name _____ Date _____

The Family Outing

What activities might have been on offer at Carlton Towers Theme Park?



What did Stewart enjoy and why?



What did Fiona **not** enjoy and why?

Name _____ Date _____

The Family Outing

The two children are sitting in the back of their parents' car.

Stewart: (Enthusiastically) What a fantastic day! I couldn't believe how many exciting things there were to do!

Fiona: You must be joking! I have never been so bored in my life!

Ralph Funder

Children's Author

Born: Nottingham 1958

Other jobs: Keeper at Tincross Zoo, Instructor at Snowhill Mountaineering Centre, Teacher in India

Likes: Animals, outdoor pursuits, watching adventure films

Dislikes: Cities, being indoors

First children's novel published: 1988 'Lion's Escape'.

Other novels include: 'Stranded on the Mountain' and 'The Snake-Charmer's Son'



Task

Using the above biographical information, write a biographical report about the life and work of Ralph Funder for a children's magazine. Add in any other interesting facts of your own.

Name _____ Date _____

Ralph Funder - Children's Author

Ralph Funder - Description of Ralph, his looks and character:



What are his books about?



How has his life affected his writing?

Moving to France

Your parents have decided to sell up and move to live in France. You are leaving behind friends and family and your old home. You are moving to a new home in the country but you speak very little French.



Task

Your task is to write a diary episode the night before you leave England. Then write the diary the day after your arrival in France.

Use your imagination to write about how you would think and feel.

Name _____ Date _____

Moving to France

Your thoughts and feelings the night before you leave England.



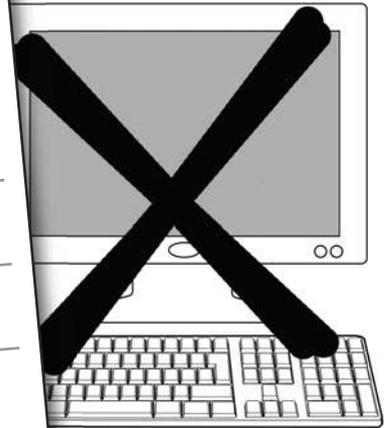
Your thoughts and feelings the day after your arrival in France.

Dad Bans Computers!

You have been asked to report on a story for your local newspaper in which a dad has banned computers from his home. Here are some of the notes you made when interviewing Mr Cross.

Interview with Mr Cross:

- No more computers!
- angry
- too much wasted time
- children never go out to play
- looking at websites not good for them
- can't talk and discuss with them now
- dull children - no interests
- Mrs Cross in agreement
- 'I've had enough!'



Task

Your task is to write up the newspaper report of your interview with Mr Cross from the notes above and using any other ideas of your own.

Name _____ Date _____

Dad Bans Computers!

Headline:

Other ideas on why Mr Cross banned the computer:

Journalistic words and phrases:

Quotes from Mr and Mrs Cross:

Lion Escapes!

Look carefully at the picture below.



Task

Your task is to write the newspaper article which goes with this picture.

Name _____ Date _____

Lion Escapes!

Headline:

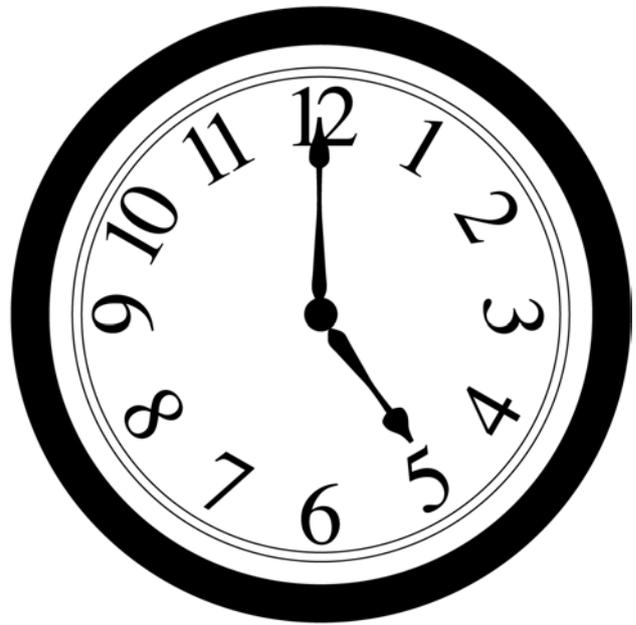
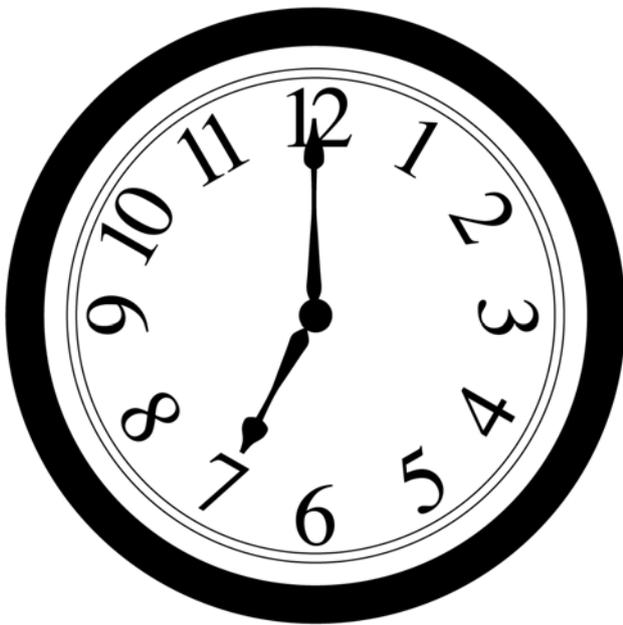
What has happened to the lion?

Quotes from eye-witnesses:

Journalistic words and phrases:

School at 7a.m.?

As there are so many new things to be fitted into the school curriculum, the *Governors* of your school have decided to extend the school day starting at 7a.m. and finishing at 5p.m. You will only be allowed the usual lunch and play times.



Task

Your task is to write a report to the *Governors* arguing against the idea.

Name _____ Date _____

School at 7a.m.?

What problems would starting at 7a.m. bring?



What problems would finishing at 5p.m. bring?



What other effects would a long school day have on children and their out of school activities?



How would the change to the school day affect family life?

Save Our Pond!

Your local wildlife pond is to be filled in so that a supermarket can be built on the land.



Task

Your task is to write a letter to your local councillor arguing that the pond should be kept for people to enjoy.

Name _____ Date _____

Save Our Pond!

What is the pond used for?



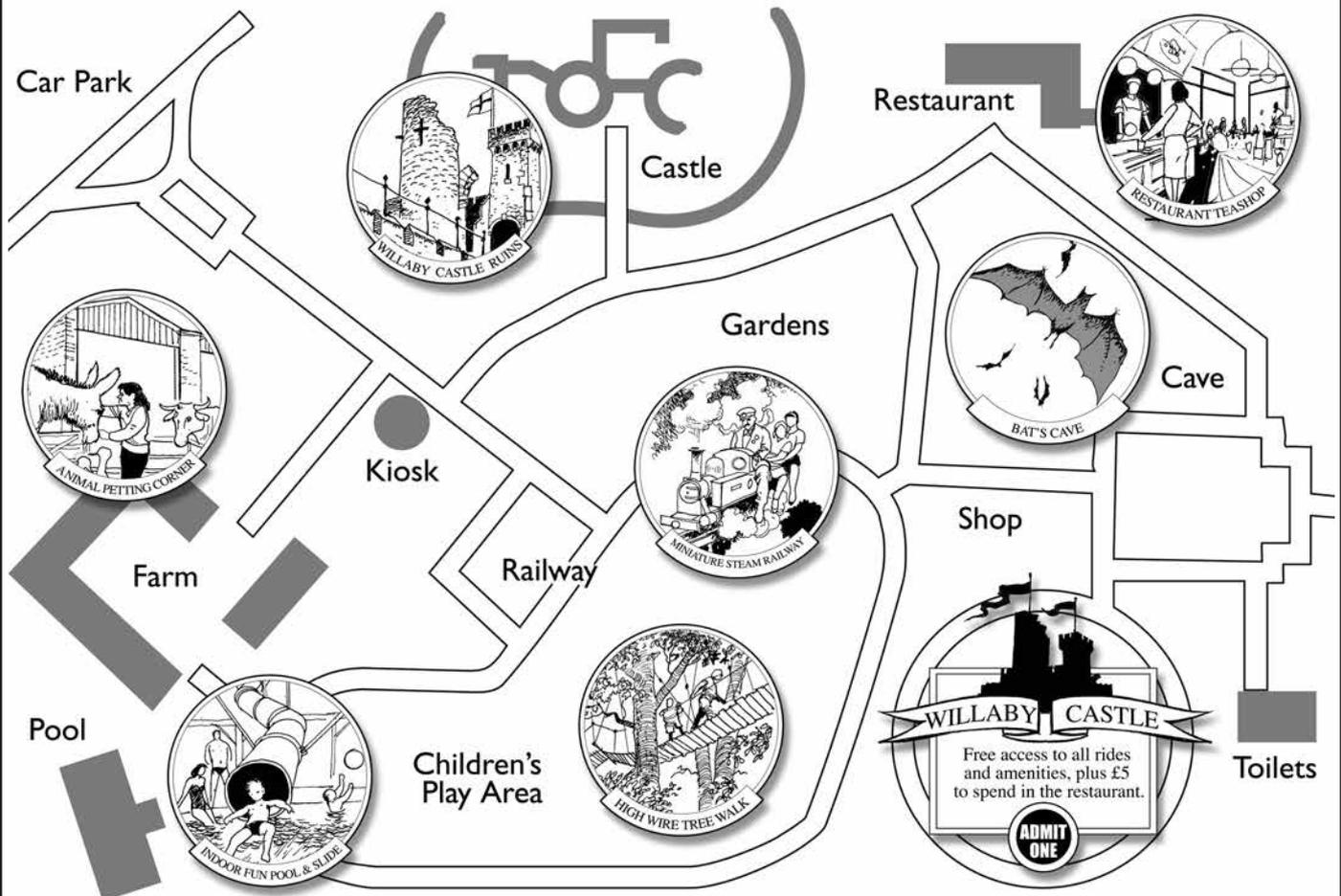
Who uses the pond?



Why should the pond be kept instead of building a new supermarket?

COME TO WILLABY CASTLE

Willaby Castle is a day out for all the family. Look at the map below to see all the attractions that are available.



Task

Your task is to write the information for a leaflet to attract all the family to visit Willaby Castle.

Name _____ Date _____

Come to Willaby Castle

Title for Leaflet:

What activities are there and who will they appeal to?

Practicalities - times, cost, directions, health and safety:

Why people should visit?

Persuasive words and phrases:

Name _____ Date _____

Our School's Got Talent!

Time and place of the event:



Information about the acts:



Information about the charity:

Feelings

Read the following poem about happiness. In this poem the author has written as though Happiness is actually a person.



Happiness

I make people giggle!
I tell them jokes, pull funny faces,
And make them smile.
I give them birthdays, Christmas,
Easter eggs.
I give but never take away.
I give a bunch of flowers to
The lovely old lady.
A wave, a handshake, a gentle touch,
A hug I give, to all I meet.
I am happiness.



Task

Your task is to write a poem in the same style as above imagining that the **feeling** is **actually a person**. Choose a feeling from **anger**, **sadness** or **fear**.

Name _____ Date _____

Feelings

Choose a feeling from **anger**, **sadness** or **fear**:

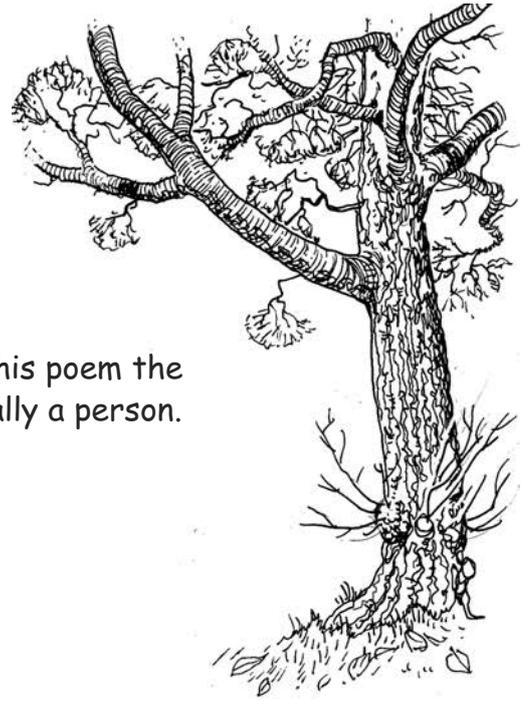


Give examples of the feeling you have chosen:



Descriptive words and phrases:

Seasons



Read the following poem about the Autumn. In this poem the author has written as though the season is actually a person.

Autumn

I shorten the days,
Turn leaves from green to burnished gold,
Make fruit ripe, plump and juicy.
I dash around the garden,
Shaking leaves from brown branches.
I light bonfires,
Whose smoke curls up to the dull grey sky.
I chase hedgehogs into piles of leaves to sleep,
For the Winter soon creeps up behind me!
I am Autumn.



By Sam (aged 10)



Task

Your task is to choose another season and to write a poem in the same style as the one above imagining that the season is actually a person.

Name _____ Date _____

Seasons

Choose a season from the following: Spring, Summer or Winter.

What happens in this season:

Descriptive words and phrases:

