

English -Writing
Year 6

Word:

- Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing , and use it (eg *find out-discover; ask for-request; go in-enter*)
- Know how words are related by meaning as synonyms and antonyms
- Use verb tenses consistently and correctly throughout their writing

Spelling

- Spell correctly most words from the Year 5/6 spelling list*
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Sentence:

- Use of the **passive** to affect the presentation of information in a **sentence** (eg *I broke the window in the green house* versus *The window in the green house is broken[by me.]*)
- Differentiate between structures typical of informal speech and structures appropriate for formal speech and writing
- Use of **subjunctive** forms

Text:

- Link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections and **ellipsis**
- Layout devices - eg *headings, subheadings, columns, bullets or tables to structure text*

Punctuation:

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- Use of hyphens to avoid ambiguity (eg *man eating shark* versus *man-eating shark*)
- Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

Handwriting:

- Maintain legibility in joined handwriting when writing at speed
- Choose which shape of a letter to use when given a choice and decide, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task

<p>Composition:</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • Identify the audience and purpose for their writing, selecting the appropriate form and use other similar writing models for their own • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. <i>The use of the first person in a diary; direct address in instructions and persuasive writing</i>) • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text • Begin to manipulate sentence structure for effect • 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. <i>using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</i>) <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements - proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense is used throughout a piece of writing • Proofread for spelling and punctuation errors • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
<p>Terminology for pupils:</p>	<p><i>All KS1 and Lower KS2 terminology plus:</i></p> <p>Year 5 <i>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p> <p>Year 6 <i>Subject, object, active, passive, synonyms, antonyms, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>

Greater Depth:

The pupil can:

- 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

Topic/Novel Link: