**Year 6**

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| **Writing - Composition** | **Writing – Vocab, Grammar, Punctuation** | **Transcription - Spelling** | |
| Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) | Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types | Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference | |
| Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary | Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little | Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter | |
| Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed | Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) | Distinguish between homophones and other words which are often confused (English Appendix 1) | |
| Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) | Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes. | Use dictionaries to check the spelling and meaning of words | |
| Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) | Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis | Spell most of the year 5 and 6 words correctly (English Appendix 1)  Use a dictionary to check the spelling of uncommon or more ambitious vocabulary | |
| Draft and write narratives, describing settings, characters and atmosphere | Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text |
| Integrate dialogue to convey character and advance the action | Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1) | |
| Draft and write by accurately précising longer passages | Use the colon to introduce a list and semi-colons within lists | Use a thesaurus with confidence | |
| Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning | Use bullet points to list information | **Transcription - Handwriting** | |
| Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing | Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover | Maintain legibility when writing at speed. | |
| Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural | Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points | Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task | |
| Distinguish between the language of speech and writing and choosing the appropriate register | Use the perfect form of verbs to mark relationships of time and cause | ***YEAR 6***  ***2018/2019 onwards KS2 Writing Framework objectives to meet ARE for Vocab, Grammar and Punctuation*** | |
| Proof-read for spelling errors linked to spelling statements for year 6 | Use expanded noun phrases to convey complicated information concisely | 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 |
| Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity | 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 the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) |