

YEAR 6 WRITING COMPOSITION

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form (IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own (USE EXAMPLES)
 - noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING)
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (NARRATIVE SPECIFIC FOCUS)
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP)
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP)
 - using a wide range of devices to build cohesion within and across paragraphs (VCOP)
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (VCOP)
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing (AFL)
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL)
 - ensuring the consistent and correct use of tense throughout a piece of writing (AFL)
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL)
- proof-read for spelling and punctuation errors

WORD	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i> ; <i>ask for</i> - <i>request</i> ; <i>go in</i> - <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].
SENTENCE	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
TEXT	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
PUNCTUATION	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
TERMINOLOGY	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

YEAR 56 HANDWRITING

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

YEAR 6 SPELLING

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus