

WRITING Key Stage 2 Year 6

Strand	Objective	Child Speak Target
Transcription		
Transcription	Use further prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
Transcription	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
Transcription	Continue to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
Transcription	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.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
Transcription	[KEY] Use dictionaries to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>
Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
Transcription	Use a thesaurus.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
Handwriting		
Handwriting	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
Handwriting	Choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>
Composition		

Composition	[KEY] Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
Composition	Noting and developing initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
Composition	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>
Composition	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
Composition	[KEY] Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
Composition	Precising longer passages.	<i>I can precis a longer passage to create a short text with the same meaning.</i>
Composition	Using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
Composition	[KEY] Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
Composition	Assessing the effectiveness of their own and others' writing.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
Composition	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
Composition	[KEY] Ensuring the consistent and correct use of tense	<i>I ensure I use the consistent and correct use of tense throughout</i>

	throughout a piece of writing.	<i>a piece of writing.</i>
Composition	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
Composition	[KEY] Proof-read for spelling and punctuation errors.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
Vocabulary Grammar Punctuation		
Vocabulary Grammar Punctuation	Using hyphens to avoid ambiguity.	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>
Vocabulary Grammar Punctuation	[KEY] Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	<i>I can write out formal speech or texts using appropriate vocabulary.</i>
Vocabulary Grammar Punctuation	[KEY] Using passive verbs to affect the presentation of information in a sentence.	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
Vocabulary Grammar Punctuation	Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>
Vocabulary Grammar Punctuation	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 on the other hand, in contrast, or as a consequence], and ellipsis.	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
Vocabulary Grammar	[KEY] Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>

Punctuation		
Vocabulary Grammar Punctuation	Using semi-colons, colons or dashes to mark boundaries between independent clauses.	<i>I mark out separate clauses in a sentences by using a semi-colon or colon.</i>
Vocabulary Grammar Punctuation	[KEY] Using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>
Vocabulary Grammar Punctuation	[KEY] Punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>
Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>