



Year 6 Autumn Term			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting/Presentation
<p>As above and:</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion within and across paragraphs. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> Use the range of punctuation taught at KS2 mostly correctly including some use of colons, semi-colons, dashes and hyphens. Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter.</i> Use verb tenses consistently and correctly throughout their writing. 	<p>As above and:</p> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select appropriate vocabulary and grammatical structures appropriate to task, audience and purpose, for precision and impact. Select a mostly appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> Consciously control the use of different sentence structures for effect. Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i> Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. 	<p>As above and:</p> <ul style="list-style-type: none"> Spell words from the Year 6 list (selected from the statutory Year 5/6 word list). Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. 	<p>As above and:</p> <ul style="list-style-type: none"> Write, using a joined style, with increasing speed.

Greater Depth Non-negotiables – Please also refer to the End of Key Stage 2 assessment Framework			
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<ul style="list-style-type: none"> Use the punctuation taught at key stage 2 correctly and precisely to enhance meaning and avoid ambiguity. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Spell words from the Year 6 list (selected from the statutory Year 5/6 word list). 	



The following statements should be taught throughout the year to ensure breadth of study. A child’s overall judgement will not be affected if they are not met.

Year 6 Spring Term			
Composition		Transcription	
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<ul style="list-style-type: none"> ▶ Use ellipsis to link ideas between paragraphs. ▶ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> ▶ Identify the subject and object of a sentence. 	<p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate and effective intonation and volume. 	<ul style="list-style-type: none"> ▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list). 	

Year 6 Summer Term				
	Composition		Transcription	
Vocabulary, grammar, punctuation	Composition		Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> Use repetition of a word or phrase to link ideas between paragraphs. Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i> Punctuate bullet points consistently. Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i> Identify and use semi-colons within lists. 	<p>Planning</p> <ul style="list-style-type: none"> Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Independently draw on similar writing models.. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> Précis longer passages. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. <p>Performing</p> <ul style="list-style-type: none"> Add gesture and movement to enhance meaning. Encourage and take account of audience engagement. 		<ul style="list-style-type: none"> Recognise and spell endings which sound like /ʃəs/, spelt – <i>cious</i> or –<i>tious</i>. Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial.</i> Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference.</i> Investigate use of the hyphen. Investigate and use further prefixes, e.g. <i>bi- trans- tele-circum-</i>. Distinguish between homophones and other words that are often confused. Identify root words, derivations and spelling patterns as a support for spelling. Be secure with all spelling rules previously taught. Use a number of different strategies interactively in order to spell correctly. 	<ul style="list-style-type: none"> Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>