

| 6 | Whilst many of the objectives repeat in each term, chn should be giving progressively more complex texts to apply the objectives. | | |
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| | Autumn | Spring | Summer |
| <p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p> | <p>Word Reading</p> <ul style="list-style-type: none"> - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <p>Being a Reader</p> <ul style="list-style-type: none"> - Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Discuss and compare a range of children's authors and poets - Read for a range of purposes - Use pertinent and technically specific vocabulary when talking about books - Prepare poems and play scripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience - Identify, discuss and compare themes - Show an understanding of texts through formal presentation and debate - Increase their familiarity with fiction genres including myths and legends <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Check that the text makes sense to them and use questioning and discussion to further their understanding - Empathise with emotions in deeper texts - Answer a range of question types on single and multiple texts - Refine and verify predictions in discussion with others | <p>Word Reading</p> <ul style="list-style-type: none"> - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <p>Being a Reader</p> <ul style="list-style-type: none"> - Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Discuss and compare a range of children's authors and poets (including classic authors) - Read for a range of purposes - Use pertinent and technically specific vocabulary when talking about books - Identify, discuss and compare themes - Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary - Increase their familiarity with fiction genres including classic fiction - Learn classic poems by heart <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Check that the text makes sense to them and use questioning and discussion to further their understanding - Empathise with emotions in deeper texts - Answer a range of question types on single and multiple texts - Refine and verify predictions in discussion with others | <p>Word Reading</p> <ul style="list-style-type: none"> - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <p>Being a Reader</p> <ul style="list-style-type: none"> - Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Discuss and compare a range of children's authors and poets - Read for a range of purposes - Use pertinent and technically specific vocabulary when talking about books - Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience - Identify, discuss and compare themes - Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary - Increase their familiarity with fiction genres including modern and classic fiction <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Check that the text makes sense to them and use questioning and discussion to further their understanding - Empathise with emotions in deeper texts - Answer a range of question types on single and multiple texts |

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| | <ul style="list-style-type: none"> - Summarise the key points in a more complex text, using their own words to establish clear meaning - Revise conclusions based on new evidence in the text - Develop explanations of inferred meanings - Explain the series of choices an author has made in structuring and organising their text - Explain in detail how the contexts in which texts are written contribute to meaning - Identify formality in texts and the use of standard and non-standard English - Compare differing purposes and viewpoints in texts on similar topics | <ul style="list-style-type: none"> - Summarise the key points in a more complex text, using their own words to establish clear meaning - Revise conclusions based on new evidence in the text - Develop explanations of inferred meanings - Explain the series of choices an author has made in structuring and organising their text - Explain in detail how the contexts in which texts are written contribute to meaning - Describe and evaluate the choices an author has made in their use of language - Explain purpose and viewpoint with reference to evidence in the text | <ul style="list-style-type: none"> - Refine and verify predictions in discussion with others - Summarise the key points in a more complex text, using their own words to establish clear meaning - Revise conclusions based on new evidence in the text - Develop explanations of inferred meanings - Explain in detail how the contexts in which texts are written contribute to meaning - Explain how an author uses text structure and organisation to manipulate the reader - Explain how an author has used language to manipulate the reader - Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created |
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| 6 | Writing: Many writing tasks link to History and Geography. Writing should link to writing for purpose document. Writing could link to Cornerstone topic or Class novel. | | |
| | Autumn | Spring | Summer |
| <p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p> | <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Develop their own ideas for writing through reading, research and personal experience - Use a wide knowledge of text types, forms and styles to inform their writing - Plan and write for a clear purpose and audience - Ensure that the content and style of writing accurately reflects the purpose - Choose form and subject when writing poetry and non-fiction - Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables - Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling and punctuation errors - Change vocabulary and grammar to enhance effects and clarify meaning - Check that the appropriate register is being used - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6) - Select and use stylistic devices to support the purpose and effect of writing - Borrow and adapt writers' techniques from book, screen and stage | <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Develop their own ideas for writing through reading, research and personal experience - Use a wide knowledge of text types, forms and styles to inform their writing - Plan and write for a clear purpose and audience - Ensure that the content and style of writing accurately reflects the purpose - Choose form and subject when writing poetry and non-fiction - Experiment with writers' techniques borrowed from book, screen and stage - Use informal and formal structures and style appropriate to the reader - Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables - Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling and punctuation errors - Change vocabulary and grammar to enhance effects and clarify meaning - Check that the appropriate register is being used | <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Develop their own ideas for writing through reading, research and personal experience - Use a wide knowledge of text types, forms and styles to inform their writing - Plan and write for a clear purpose and audience - Ensure that the content and style of writing accurately reflects the purpose - Choose form and subject when writing poetry and non-fiction - Experiment with writers' techniques borrowed from book, screen and stage - Use informal and formal structures and style appropriate to the reader - Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling and punctuation errors - Change vocabulary and grammar to enhance effects and clarify meaning - Check that the appropriate register is being used - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6) - Select and use stylistic devices to support the purpose and effect of writing |

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| | <ul style="list-style-type: none"> - Ensure writing is lively interesting and thoughtful - Vary structure to expand ideas and provide emphasis - Manipulate word order for effect - Use reported speech appropriately - Use speech to convey and develop a character <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Understand the basic subject, verb, object structure of a sentence - Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page - Use the 'perfect form' of verbs for effect - Understand how colons are used - Use colons appropriately - Understand how to use punctuation with bullet points - Use punctuation consistently with bullet points | <ul style="list-style-type: none"> - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6) - Select and use stylistic devices to support the purpose and effect of writing - Ensure writing is controlled and balanced - Manipulate the reader - Add depth and detail to paragraphs - Use speech to advance action <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Understand and recognise active and passive voice - Understand and explore synonyms and antonyms - Use passive voice appropriately in writing - Understand how semi-colons are used - Use semi-colons appropriately - Understand how dashes are used for marking the boundaries between independent clauses - Use dashes to mark the boundaries between independent clauses - Understand how hyphens are used - Use hyphens appropriately | <ul style="list-style-type: none"> - Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. - Show a confident and established voice throughout a piece of writing - Affect the emotions of the reader at points in the text <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different - Understand how ellipsis is used - Use ellipsis appropriately - Use a range of devices for cohesion across a text e.g. repetition, conjunctions, ellipsis etc. - Use more than one subordinate clause successfully in a complex sentence |
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| Year 6 Writing End of Year Checklist | | |
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| Create atmosphere | | Use passive voice |
| integrate dialogue to convey character and advance the action | | Use modal verbs |
| select vocab and grammatical structures that reflect the level of formality | | Variety of clause structures sometime varying position within sentences |
| Use cohesive devices including adverbials within and across sentences and paragraphs | | adverbs to add detail, qualification and precision |
| prepositional phrases to add detail, qualification and precision | | Spelling most words correctly (Yr5/6 list) |
| expanded noun phrases to add detail, qualification and precision | | Legible, fluent handwriting |
| Using mostly correctly: | inverted columns | |
| | commas for clarity | |
| | punctuation for parenthesis | |
| Making some correct use of: | semi-colons | |
| | dashes | |
| | colons | |
| | hyphens | |

| Year 6 Writing Greater Depth | | |
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| Manage shifts between level of formality through selecting vocabulary precisely and by manipulating grammatical structures | | |
| Select verb forms for meaning and effect | | |
| Using full range of punctuation taught at KS2 mostly correctly including: | semi-colons to mark boundary between independent clauses | |
| | colons to mark boundary between independent clauses | |

| 6 | Spelling | | |
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| | Autumn | Spring | Summer |
| <p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p><i>Italics = Same in each term</i></p> | <p>Spelling</p> <ul style="list-style-type: none"> - Revise previous spelling conventions - Use a dictionary to check the meaning and spelling of words - Investigate spelling patterns and conventions - Use a thesaurus - Choose the correct spelling by using a visual strategy ('Does it look right?') - Spell and use common homophones - Add suffixes beginning with vowel letters to words ending in -fer - Spell common words which feature hyphens - Spell words with the prefix tele- - Spell words with the prefix circum- - Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Develop a neat, personal, handwriting style - Choose the writing implement that is appropriate to the task | <p>Spelling</p> <ul style="list-style-type: none"> - Revise previous spelling conventions - Use a dictionary to check the meaning and spelling of words - Investigate spelling patterns and conventions - Use a thesaurus - Choose the correct spelling by using a visual strategy ('Does it look right?') - Use knowledge of word roots, prefixes and suffixes to aid spelling - Spell and use common homophones - Spell ie and ei words e.g. piece, deceive - Spell words containing the letter string ough - Make the correct spelling choice for unstressed vowels in polysyllabic words - Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Develop a neat, personal, handwriting style - Use an appropriate and cohesive style in work produced using on-screen media | <p>Spelling</p> <ul style="list-style-type: none"> - Revise previous spelling conventions - Use a dictionary to check the meaning and spelling of words - Investigate spelling patterns and conventions - Use a thesaurus - Choose the correct spelling by using a visual strategy ('Does it look right?') - Spell words with silent letters e.g. doubt - Use knowledge of word roots, prefixes and suffixes to aid spelling - Spell and use homophones which end in -se and -ce e.g. practice and practise <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Consistently use a neat, personal handwriting style - Present work produced using on-screen media stylishly and cohesively |

| Words to be learnt each term in addition to spelling rules taught | | |
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| Autumn | Spring | Summer |
| curiosity | accommodate | |

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| definite | accompany | |
| desperate | aggressive | |
| especially | amateur | |
| frequently | appreciate | |
| harass | cemetery | |
| immediate (ly) | committee | |
| marvellous | communicate | |
| neighbour | community | |
| opportunity | competition | |
| persuade | correspond | |
| physical | criticise | |
| profession | disastrous | |
| programme | embarrass | |
| pronunciation | exaggerate | |
| | guarantee | |
| | mischievous | |
| | prejudice | |
| | privilege | |
| | recommend | |