

HAREWOOD JUNIOR SCHOOL WRITING OBJECTIVES – Y6




Spelling	Handwriting	Grammar
<p>Prior Learning from Y5 to revise and consolidate: Pupils should be taught to: - Learn to spell all of the Y5 and Y6 statutory words list</p> <p>Prefixes - Verb prefixes e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i> (Y5) - Creating diminutives using prefixes <i>micro-</i> or <i>mini-</i></p> <p>Suffixes - Spell words ending in: <i>-able / -ible / -ably / -ibly</i> e.g. <i>adorable, adorably, considerable, considerably, horrible, horribly</i> (Y5) <i>-ant, -ance/-ancy, -ent, -ence/-ency</i> e.g. <i>observant, observance, expectant, expectancy</i> (Y5) <i>-cial, -tial</i> e.g. <i>partial, confidential, essential, official, special</i> - Suffixes beginning in vowel letters, e.g. refer: <i>referring / transfer: transferr-ed</i> (Y5) - Words which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>, e.g. <i>vicious, precious, delicious, malicious</i> - /<i>shuhl/</i> after a vowel letter, e.g. <i>official, special, crucial</i> - Adding suffixes beginning with vowel letters to words ending in <i>-fer</i></p> <p>Homophones - Continue to distinguish between homophones and other words which are often confused, e.g. <i>draft / draught; desert / dessert; steal / steel</i> (Y5) - Homophones and near homophones: Nouns that end in <i>-ce/-cy</i> and verbs that end in <i>-se/-sy</i> / adjectives ending in <i>-ant</i> into nouns ending in <i>-ance/-ancy</i> / adjectives ending in <i>-ent</i> into nouns ending in <i>-ence/-ency</i> - Identify words with more than one meaning</p> <p>Spelling rules and relationships: - Use knowledge of morphology and etymology in spelling, including word families based on common words, showing how words are related in form and meaning (Y5) - Spell words containing the letter-string 'oug' e.g. <i>ought, bought, thought</i> (Y5) - Spell some words with 'silent' letters e.g. <i>example, knight, psalm, solemn</i> (Y5) - Convert nouns or adjectives into verbs using suffixes; e.g. <i>-ate; -ise; -ify; intense: intensify; luxury: luxuriate; pure: purify</i> (Y5) - Words with the short vowel sound /i/ spelled <i>y</i>; e.g. <i>rhythm, system, physical, symbol, mystery</i> (Y5) - Words with the /i:/ sound spelt <i>ei</i>, e.g. <i>deceive, receive, perceive</i> and exceptions e.g. <i>protein, seize</i>: - Use hyphens accurately, e.g. <i>co-ordinate, re-enter, co-operate</i> - Spell synonyms and antonyms (including ambitious adjectives) - Spell words that can be nouns and verbs - Words with a 'soft c' spelt /<i>ce/</i> and a long /<i>o/</i> sound spelt 'ou' or 'ow'</p> <p>Spelling skills: - Use the first three or four letters of a word and root word knowledge to check spelling, meaning or both of these in a dictionary (Y5) - Use a thesaurus (Y5) to create word banks of vocabulary - Regularly practice new spellings to embed learning</p>	<p>Revise and ensure children can: - Write with parallel and equidistant ascenders and descenders (Y3) - Space lines of writing sufficiently so that the ascenders and descenders of letters do not touch (Y3) - Use legible joined handwriting throughout their independent writing (Y4) - Hand write in a joined style with speed and accuracy (Y4) - Ensure their handwriting has increased legibility with letters clearly joined and easy to read (Y4) - Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters (Y5) - Choose the writing implement that is best suited for a task (Y5)</p>	<p>Revise and ensure children can: - Understand how to use coordinating and subordinating conjunctions (Y2/Y3/Y4) - Use correct and consistent tense structures when writing e.g. <i>present tense, past tense, future tense, perfect and progressive forms</i> (Y2/Y3/Y4) - Write a statement, question, exclamation and command (Y3) - Use fronted adverbials punctuated with a comma to modify verbs (Y4) - ***Consider carefully their use of pronouns or nouns to aid cohesion and to avoid repetition (Y4) - Understand first, second, third person and plurality and correctly use verb inflections <i>was/were</i> - ***Use expanded noun phrases for description and to convey complicated information concisely (Y5) - Use subordinate clauses to add detail or context (Y5) - Be secure using and identifying basic word classes, e.g. <i>noun, adjective, verb, adverb, determiner, pronoun</i> (Y3/Y4/Y5) - Understand and distinguish between clauses and phrases (Y5) - ***Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> or modal verbs e.g. <i>might, should, will, must</i> (Y5) - ***Use relative clauses beginning with a relative pronoun (Y5) - ***Use a range of adverbials for cohesion within and across paragraphs, (time, place, number) e.g. <i>then, after, later, nearby, secondly</i> (Y5)</p> <p>Pupils should be taught to: - Understand how words are related by meaning as synonyms and antonym, e.g. <i>big, large, little</i> - Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Use the perfect form of verb to mark relationships of time and cause - Identify the subject and object in a sentence - ***Identify and understand the difference between active and passive voice - ***Use passive verbs to affect the presentation of information in a sentence - Use conjunctions, adverbs and prepositions to express time and cause and aid cohesion</p>
	<p>Y6 Text Types & Written Outcomes</p> <p>Autumn Term: - Fiction: fantasy story - Non-fiction: Edward Jenner biography / persuasive speeches - Poetry: free verse poetry <i>Cold write / Hot write: narrative (fantasy story)</i></p> <p>Spring Term: Pirate-themed anthology of writing: Non-fiction: - Persuasion / Balanced argument / Biography / Newspaper report Fiction: - Setting description / Character description / Narrative / Diary /</p> <p>Summer Term: - Non-fiction: Persuasive leaflet: Galapagos Islands - Fiction: digestive system description - Poetry: structured poems</p>	<p>Punctuation</p> <p>Revise and ensure children can: - Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction accurately (Y1/2) - Use inverted commas and commas to punctuate direct speech (Y3 / Y4) - Use colons and commas for lists (Y3) - Understand the difference between and accurately use plural and possessive apostrophes (Y4) - ***Use commas to clarify meaning or avoid ambiguity in writing (Y5) - ***Use brackets, dashes and / or commas to indicate parenthesis (Y5)</p> <p>Pupils should be taught to: - Use an ellipsis to create a pause or tension - ***Use semi-colons, colons or dashes to mark boundaries between independent clauses. - Punctuate bullet points consistently - Use hyphens to avoid ambiguity</p>

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Composition	Y6 Writing Targets 		
<p>Pupils should be taught to plan, organise and evaluate their writing by:</p> <p><u>Planning writing</u></p> <ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5) - Note and develop initial ideas, drawing on reading and research where necessary (Y5) - Before writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5) <p><u>Drafting and writing for purpose</u></p> <ul style="list-style-type: none"> - Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining e.g. headings, sub-headings, columns, bullets, or tables, to structure text - Use poetry as a vehicle for learning imaginative and figurative language (Y3) - In narrative writing: build plot, develop and describe settings and characters; integrate dialogue to convey actions and move action forward (Y4/Y5) - Use diary writing to describe and inform (Y3) - Write persuasively to entertain and convince an audience (Y3) - Recognise vocabulary and structures that are appropriate for formal speech and writing - ***Use a wide range of sentence structures to add interest to writing (Y4/Y5) - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y5) - ***Use some devices to build cohesion within and across paragraphs and from the beginning to the end of a piece of writing e.g adverbials, conjunctions <p><u>Editing and improving</u></p> <ul style="list-style-type: none"> - Assess the effectiveness of their own and others' writing by editing and peer marking against success criteria - Proofread their writing for spelling and punctuation errors and clarity (Y3) - Ensuring the consistent and correct use of tense throughout a piece of writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear - Precise longer passages <p><u>Sentence variety</u></p> <ul style="list-style-type: none"> - ***Learn how to use a range of Alan Peat sentence types, e.g: I can use 3-ed / personification of weather / Emotion word / The more, the more (the less, the less) sentences / 2 pairs, verb, person / Many questions / If, If, If / Some: others / 3 bad – (dash) question? / De:De / Irony / -ing, -ed / Paired conjunctions (P.C.) / Ad, same ad / Outside (Inside) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> - Use oral composition to develop written outcomes (Y4) - Summarise and present a familiar story in their own words (Y5) - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation (Y5) 	<p>Autumn 1</p> <p>SEN: I will independently write, proof read and edit my work using a range of simple punctuation from previous years (CL, full stop, ?, !, comma, apostrophes) mostly correctly 80% of the time.</p> <p>Must: I can identify and use an expanded noun phrase.</p> <p>Should: I can identify and use modal verbs.</p> <p>Could: I can identify and use passive and active voice.</p> <p>Autumn 2</p> <p>SEN: I will independently write, proof read and edit my work using a range of simple punctuation from previous years (CL, full stop, ?, !, comma, apostrophes) mostly correctly 80% of the time.</p> <p>Must: I can use a relative clause beginning with who, which, where, when, whose or that.</p> <p>Should: I can indicate degrees of possibility using adverbs (perhaps/surely).</p> <p>Could: I can use a range of cohesive devices including adverbials within and across sentences and paragraphs.</p>	<p>Spring 1</p> <p>SEN: I will independently use a range of simple devices to structure my writing and support the reader (paragraphs, headings, bullet point, underlining etc) 80% of the time.</p> <p>Must: I can use brackets, dashes or commas to indicate parenthesis.</p> <p>Should: I can use commas to clarify meaning or avoid ambiguity.</p> <p>Could: I can use the semi- colon, colon and dash to mark the boundary between independent clauses and within lists.</p> <p>Spring 2</p> <p>SEN: I will independently use a range of simple devices to structure my writing and support the reader (paragraphs, headings, bullet point, underlining etc) 80% of the time.</p> <p>Must: I can use a wide range of appropriate pronouns or nouns to aid cohesion and avoid repetition.</p> <p>Should: I can build cohesion within and across paragraphs by linking ideas and using a range of adverbials.</p> <p>Could: I can use a wider range of cohesive devices to link paragraphs: repetition of a word or phrase, grammatical connections and ellipsis.</p>	<p>Summer 1 & 2</p> <p>SEN: Secondary school transition focus</p> <p>Must: I can use 2 pairs, verb, person, Many questions, If, If, If, Some: others, 3 bad – (dash) question?, De:De Sentences.</p> <p>Should: I can use: Irony, -ing, -ed, Paired conjunctions (P.C.), Ad, same ad, Outside (Inside) sentences.</p> <p>Could: I can independently choose appropriate Alan Peat sentences for greater depth.</p> <hr/> <p style="text-align: center;">Grammatical Terminology</p> <hr/> <p style="text-align: center;">Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

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