

# Year 6 Writing Curriculum Objectives

## Spelling, Punctuation and Grammar – Year 6

### Transcription - Spelling

**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 (Years 6).**

Use an etymological dictionary to support understanding of word histories.

Use knowledge of morphology and etymology to support accurate spelling of words, e.g.:

critic - critical, critically, criticise;

aero - aeroplane, aerofoil, aerobatics.

**Use dictionaries to check the spelling and meaning of words.**

Select the definition appropriate to need and spell accurately in independent writing, e.g., 'to bank' and 'the bank'.

**Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.**

Use a dictionary to locate words efficiently.

**Use a thesaurus.**

Select and use a word that is appropriate to context, in independent writing, understanding the subtle differences in meaning between suggested word choices, e.g. furtive, secretive.

**Use further prefixes and suffixes and understand the guidance for adding them.**

**See English Appendix 1 (Y5/Y6)**

Selection of prefixes and suffixes for Y5/ Y6 is dependent upon the school's progression mapping.

Understand and explain how a prefix changes the meaning of the word, e.g., identify and collect words with selected prefixes added.

Understand and explain how a suffix changes the meaning of the word, e.g., identify and collect words with selected suffixes added.

Use prefixes and suffixes appropriately in independent writing.

**Spell some words with 'silent' letters [for example, knight, psalm, solemn].**

Identify words with silent letters and the placement of the silent letter.

Use words with silent letters in independent writing, spelling them accurately.

Identify possible spelling errors in own writing and use strategies to correct, e.g.:

highlighting silent letter;

say it silly;

phonemes;

choose a memory strategy to overcome errors;

use the 'look, say, cover, write, check' method to remember how to spell words.

**Continue to distinguish between homophones and other words which are often confused.**

Identify homophones, near-homophones and other words which are often confused.

Be able to match homophones / near-homophones to their meanings, e.g., play homophone snap.

Use words accurately in independent writing demonstrating an understanding of meaning.

## Spelling, Punctuation and Grammar – Year 6

### Vocabulary, Grammar & Punctuation

#### Converting nouns or adjectives into verbs using suffixes (eg, –ate; –ise; –ify).

See also English Appendix 1 (Y6).

Explore how suffixes are added to words, noting and explaining rules that emerge through investigations and word sorting activities, e.g.:

note - notify;

class - classify;

pollen – pollenate;

advert - advertise.

Demonstrate an understanding of meaning by using verbs converted from nouns or adjectives accurately in writing.

#### Verb prefixes (eg, dis–, de–, mis–, over– and re–).

Identify words with prefixes across a range of texts and discuss meaning in context.

Identify root words in text and explore how adding prefixes changes the meaning of words.

Demonstrate an understanding of meaning by using verbs with prefixes accurately in writing.

Apply their growing knowledge of root words, prefixes and suffixes . . . (Word Reading, Year 6)

Use further prefixes and suffixes . . . (Spelling, Year 5/6)

#### Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

Identify relative clauses beginning with who, which, where, when, whose and that, and discuss how they add information to the sentence, e.g.:

'The piranhas circled the diver.'

'The piranhas, which were ready for lunch, circled the diver.'

'The piranhas circled the diver, who remained unaware of the imminent danger.'

Understand that in some cases the relative pronoun can be left out, e.g., 'I haven't read any of the books (that) I got for Christmas.'

Use relative clauses in writing and demonstrate an understanding of how they can be manipulated within sentences to add information and enhance meaning.

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (Composition, Year 5/6)

#### Indicating degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).

Identify examples of where adverbs are used in text to indicate degrees of possibility.

Identify examples of where modal verbs are used in text to indicate degrees of possibility.

Demonstrate an understanding of the above by using them appropriately in writing.

#### Using expanded noun phrases to convey complicated information concisely.

Identify examples of expanded noun phrases (adjectival and prepositional) in text, e.g., 'The terrified passengers held on tightly to the insecure hand rail.'

Demonstrate an understanding of the above by using them appropriately in writing.

#### Devices to build cohesion within a paragraph (eg, then, after that, this, firstly).

Identify, within text, a range of devices used to build cohesion within a paragraph, e.g.:

pronouns;

synonyms;

temporal conjunctions.

Demonstrate an understanding of the above by using them appropriately in writing.

# Year 6 Writing Curriculum Objectives

Draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Composition, Year 5/6)

## Linking ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby) and number (eg, secondly).

Identify, within text, a range of devices used to build cohesion within a paragraph, e.g.:

pronouns;

synonyms;

adverbials of:

time, e.g., later;

place, e.g., nearby;

sequence, e.g., secondly;

tense choices, e.g., 'He had seen her before.'

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (Composition, Year 6)

Demonstrate an understanding of the above by using them appropriately in writing.

## Brackets, dashes or commas to indicate parenthesis.

Identify, within text, devices to indicate parenthesis and discuss their impact on the sentence, including the following to indicate parenthesis:

brackets;

dashes;

commas.

Demonstrate an understanding of the above by using them appropriately in writing.

Proof-read for spelling and punctuation errors. (Composition, Year 6)

## Use of commas to clarify meaning or avoid ambiguity.

Use commas to avoid ambiguity, e.g.:

'He wasn't killed mercifully.'

'He wasn't killed, mercifully.'

Proof-read for spelling and punctuation errors. (Composition, Year 6)

## Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity).

Use accurate grammatical terminology when analysing text and explain the impact created.

Use accurate terminology when discussing how grammar has been used to create effect within writing.

# Year 6 Writing Curriculum Objectives

## Spelling, Punctuation and Grammar – Year 6

### Composition

#### Using a wide range of devices to build cohesion within and across paragraphs.

##### Use a wider range of devices to build cohesion within paragraphs, e.g.:

determiners;

pronouns;

synonyms;

adverbials of:

time, e.g., later;

place, e.g., nearby;

sequence, e.g., secondly;

causal conjunctions and tense choices, e.g., 'He had seen her before.'

##### Use a wider range of devices to build cohesion across paragraphs, e.g.,

deliberate reference to previous points made;

order of paragraphs;

precise tense choices, e.g., Only moments earlier he had . . . ;

repetition of a word or phrase;

ellipsis.

Linking ideas across paragraphs using a wider range of cohesive devices . . . (VG&P, Year 6)

#### Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own composition.

##### Select text type with awareness of:

Select text type with awareness of:

appropriate layout;

text features.

Plan writing integrating appropriate features from a range of models.

#### Noting and developing initial ideas, drawing on reading and research where necessary.

##### Record initial ideas drawing on reading and other research, e.g.:

text;

film;

audio;

personal experience.

Identify and record key points.

Organise and integrate key points into an appropriately selected planning format for writing.

Develop key points by adding some detail.

#### In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Plan the development of settings and characters using an increasingly sophisticated range of detail drawn from what has been read, listened to or seen performed, considering e.g.:

# Year 6 Writing Curriculum Objectives

description, (physical and dress);

actions and responses;

dialogue, gestures and expression.

## Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Use a range of sentence constructions incorporating appropriate grammar and precise vocabulary choices to change and enhance meaning, e.g.:

Understand that tension and suspense can be created by deliberate placement of adverbs within a sentence, such as.:

Slowly, his hand moved towards the knocker.

His hand moved, slowly, towards the heavy, black knocker.

Use sentences which include a relative clause, such as:

The piranhas circled the diver.

The piranhas, which were ready for lunch, circled the diver.

The piranhas circled the diver, who was unaware of the imminent danger.

Manipulate the position of adverbial phrases for best effect, such as:

It loomed up at them, dark and dangerous.

Faint and wispy, the glow moved from window to window.

Choose and use vocabulary typical of informal and formal speech, in writing, demonstrating an understanding of how choice is dependent upon purpose and audience.

## In narratives describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action;

Use expressive or figurative language, such as, metaphor and personification, to create a setting and atmosphere, e.g., by describing how the setting makes characters feel and adding details of sights and sounds.

Use dialogue to convey character and advance action, e.g.,

Hesitating, he stammered, "M...may I have s s some more?" More?" roared the beadle, "Bring that boy to me!"

Then, with a shake of his head, their leader replied, "We must enter. Whatever the cost, we MUST enter."

## Precising longer passages.

Identify and record key points from longer passages.

Summarise a longer piece of text into a cohesive paragraph.

## Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, statements and underlining).

**Confidently use organisational and presentational devices to structure text and guide the reader, including:**

headings (titles) and sub-headings;

photographs, diagrams and illustrations;

font size and style, e.g., bold, italic, underlining, capitalisation;

layout features, e.g., bullet points, boxed text;

tables and charts;

structure, e.g., short or long paragraphs;

quotations;

others, e.g., flashback paragraphs to change the chronology of a narrative or reveal insight into characters' motives.

Layout devices, such as headings, sub-headings, columns, bullets, or tables, . . . (VG&P, Year 6)

# Year 6 Writing Curriculum Objectives

## Assessing the effectiveness of their own and others' writing.

Read aloud their own and others' writing to assess its effectiveness.

Make suggestions for improving own and others' writing.

## Proposing changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning.

Propose changes to own and others' writing, e.g., peer / self-assessment.

Justify proposed changes to own and others' writing.

## Ensuring the consistent and correct use of tense throughout a piece of writing.

Identify verbs which indicate tense and check for consistency within paragraphs and across the whole text, e.g., flashback paragraphs.

## Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Identify the subject and verb within sentences.

Check to ensure correct subject verb agreement, distinguishing between the language of speech and the writer's voice.

## Proof reading for spelling and punctuation errors.

Identify possible spelling and punctuation errors and know strategies for making changes.

Check accurate use of punctuation covered including:

semi-colons;

colons;

dashes to mark the boundary between independent clauses.

Punctuation. (VG&P, Year 6)

## Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Perform their own compositions, responding appropriately to an increasing range of punctuation cues.

Demonstrate an increasing confidence and control when performing to engage the audience and clarify meaning by:

varying intonation, e.g., emphasise words or pause for effect;

tone and volume;

movement, e.g., scanning the audience and gesture.