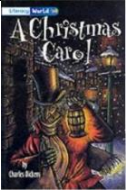



Toft Hill Primary School - Year 6 Writing LTP

	Autumn			Spring		Summer	
Texts	 <b>Skellig – David Almond</b>	 <b>Falling Out of the Sky</b>	 <b>A Christmas Carol – Charles Dickens</b>	 <b>Street Child – Berlie Doherty</b>	 <b>The Matchbox Diary - Paul Fleischman, Bagram Ibatoulline</b>	 <b>Rooftoppers – Katherine Rundell</b>	 <b>Tom's Midnight Garden (Graphic Novel)– Philippa Pearce</b>
Writing focus	Narrative Non-Chronological report Letter	Poetry	Biography Non-chronological report	Explanation Persuasion Narrative Genre of teacher's choice	Description Letter biography	Diary Entry News Paper Report	Letter Explanation Narrative Balanced Argument
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li>• Uses <u>relative clauses</u> with/without a <u>relative pronoun</u> and <u>commas</u> to demarcate accurately most of the time</li> <li>• Uses modal verbs and adverbs to indicate degrees of possibility accurately most of the time</li> <li>• Uses <u>brackets</u>, <u>dashes</u> and <u>commas</u> to demarcate relative causes accurately most of the time</li> <li>• <b>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time) using paused speech correctly some of the time</b></li> <li>• Chooses vocabulary to complement purpose</li> <li>• <b>Continues to use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular and plural possession</b></li> <li>• Begins to use <u>colons</u> to introduce a list</li> <li>• Begins to use <u>semi colons</u> to demarcate longer items in lists</li> <li>• Begins to use colons, semi colons and dashes to mark boundaries between independent clauses</li> </ul>			<ul style="list-style-type: none"> <li>• Uses <u>colons</u> to introduce a list accurately some of the time</li> <li>• Uses <u>semi colons</u> to demarcate longer items in lists some of the time</li> <li>• Uses colons, semi colons and dashes to mark boundaries between independent clauses some of the time</li> <li>• <b>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time) using paused speech correctly most of the time</b></li> <li>• Varies length, structure and subject of sentences to extend meaning and interest the reader some of the time</li> <li>• Uses <u>hyphens</u> to avoid ambiguity some of the time</li> <li>• Uses expanded noun phrases to convey complicated information concisely</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Uses <u>colons</u> to introduce a list accurately most of the time</li> <li>• Uses <u>semi colons</u> to demarcate longer items in lists most of the time</li> <li>• Uses colons, semi colons and dashes to mark boundaries between independent clauses most of the time</li> <li>• Varies length, structure and subject of sentences to extend meaning and interest the reader most of the time</li> <li>• <b>Uses <u>hyphens</u> to avoid ambiguity most of the time</b></li> <li>• <b>Uses expanded noun phrases to convey complicated information concisely</b></li> <li>• <b>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time) using paused speech correctly most of the time</b></li> <li>• Uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipsis</u></li> </ul>	

	<ul style="list-style-type: none"> <li>Begins to vary length, structure and subject of sentences to extend meaning and interest the reader some of the time</li> <li>Begins to use <b>hyphens</b> to avoid ambiguity</li> <li>Uses expanded noun phrases to convey complicated information concisely</li> </ul>		<ul style="list-style-type: none"> <li>demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</li> <li>Continues to use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and <b>apostrophe for singular and plural possession</b></li> <li>use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech including paused speech)</li> </ul>
<b>Writing Composition/ Process</b>	<ul style="list-style-type: none"> <li>notes and develops initial ideas, drawing on reading and research where necessary</li> <li>uses further organisational and presentational devices to structure texts and guide the reader</li> <li>describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</li> <li>suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>assesses the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>writes making conscious links to reading</li> <li>links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</li> <li>integrates dialogue to convey character and advance action</li> <li>précises longer passages (<b>verb tenses</b>)</li> <li>evaluates own and others writing and edits as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>writes for a range of purposes and audiences</li> <li>uses suitable forms with appropriate features for different text types</li> <li>introduces, develops and concludes paragraphs appropriately</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ellipses) within and across paragraphs</li> <li>ensures the consistent and correct use of tense throughout a piece of writing</li> <li>uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</li> <li>précises longer passages appropriately (<b>verb tenses consistently</b>)</li> <li>proof reads writing for wider audience to ensure accuracy of spelling and punctuation</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>writes legibly and fluently and with increasingly efficient speed</li> <li>knows which letters join and which writing implement is best suited to a task</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly and fluently and with increasingly efficient speed</li> <li>knows which letters join and which writing implement is best suited to a task</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly and fluently and with increasingly efficient speed</li> <li>knows which letters join and which writing implement is best suited to a task</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>homophones and other words that are often confused</li> <li>uses a thesaurus efficiently and effectively</li> <li>uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i></li> <li>words with the ending /shul/ spelt <i>-cial</i> or <i>-tial</i></li> <li>words with the endings <i>-ant, -ance/-ancy, -ent, -ence/-ency</i></li> </ul>	<ul style="list-style-type: none"> <li>spells words from the National Curriculum word list for Years 5 and 6</li> <li>uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</li> </ul>

		<ul style="list-style-type: none"> <li>• adding suffixes beginning with vowel letters to words ending in <i>-fer</i> (the r is doubled if the <i>-fer</i> is still stressed when the ending is added. The r is not doubled if the <i>-fer</i> is no longer stressed)</li> </ul>	<ul style="list-style-type: none"> <li>• use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• words using a hyphen to link a prefix to a route word</li> <li>• words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> </ul>
<p><b>Planning for Greater Depth</b></p>	<ul style="list-style-type: none"> <li>• 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 (e.g. literary language, characterisation, structure)</li> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. [There are no additional statements for spelling or handwriting]</li> </ul>		