

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Manipulate sentences to create particular effects.</u> ▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u> ▶ <u>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></u> ▶ Use ellipses to link ideas between paragraphs. ▶ Use repetition of a word or phrase to link ideas between paragraphs. ▶ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> ▶ 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. ▶ 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> ▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future perfect).</i> ▶ Punctuate bullet points consistently. ▶ Identify and use colons to introduce a list. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify audience and purpose. ▶ Choose appropriate text-form and type for all writing. ▶ <u>Select the appropriate structure, vocabulary and grammar.</u> ▶ Draw on similar writing models, reading and research. ▶ 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"> ▶ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▶ Select 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). ▶ <u>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></u> ▶ Consciously control the use of different sentence structures for effect. ▶ Use a wide range of devices to build cohesion within and across paragraphs. ▶ 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> 	<p>As above and:</p> <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. ▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u> ▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write, using a joined style, with increasing speed. ▶ 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>

English

Key Learning Indicators of Performance in Writing: Year 6

<ul style="list-style-type: none"> ▶ Identify and use semi-colons within lists. ▶ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. ▶ 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>. ▶ 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 <u>were</u> able to come to your party, I would; The school requires that all pupils <u>be</u> honest.</i> 	<ul style="list-style-type: none"> ▶ <u>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.</u> ▶ 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> ▶ Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</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. ▶ Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate and effective intonation and volume. ▶ Add gesture and movement to enhance meaning. ▶ Encourage and take account of audience engagement. 		
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