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Writing Curriculum Objectives Year 6

Spelling

Spell all words of the word list in Appendix 1 and the word patterns taught in the Yr 5/6 programme of study

Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip(-ped)(-ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(-ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

Spell all of the word patterns taught in the Yr 5/6 programme of study:

- The suffixes -ible and -able
- Words with 'cial' after a vowel
- Words with 'tial'
- Words with the suffixes '-ably' and '-ibly'
- Words ending in -ent and -ence

Use a thesaurus.

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

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

Plan writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Proof read for spelling and punctuation errors
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation
Understand the difference between vocabulary used for informal and formal speech (find out/discover ask for/request go in/enter)
Understand how words are related by meaning as synonyms and antonyms
Use passive verbs to affect the presentation of information in a sentence
Recognise vocabulary and structures that are appropriate for formal speech, including subjunctive forms.
Use the perfect form of verbs to mark relationships of time and cause
Use hyphens to avoid ambiguity
Punctuate bullet points consistently
Use colons to introduce a list and semi colons within lists
Use semicolons, colons or dashes to mark boundaries between independent clauses
Link ideas across paragraphs using a wider range of cohesive devices (repetition of words/phrases, use of adverbials and ellipsis)
Use layout devices (headings, sub-headings, columns, bullets, tables)
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
All previous content and: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points