

Y6 Writing 2019/2020

Writing skills taught across and throughout the year:

YEAR 5 EXPECTATIONS

- Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- Assess the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To recognise and use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
- Spell 34 words accurately. Spell some Y5/6 words accurately.
- Convert nouns or adjectives into verbs using suffixes.
- Maintain legibility in joined handwriting.

YEAR 6 EXPECTATIONS: (taken directly from the framework

Working towards the expected standard:

The pupil can:

- Write for a range of purposes
- Spell correctly **most** words from the Y3/4 spelling list and **some** words from the Y5/6 spelling list.
- Write legibly.

Working at the expected standard:

The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- Spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

Working at greater depth:

The pupil can:

- 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)

Autumn 1:

Week	Text Type and Topic	Targets from NC and framework	SPAG objectives
Week 1 Week 2	Character description Write a description of a figure from WW2.	<p><u>YEAR 5 text-specific objectives</u></p> <ul style="list-style-type: none"> To use a range of devices to create cohesion across paragraphs (including adverbials of time, place, numer or tense choices) Ensure correct subject and verb agreement when using singular and plural and distinguish between the language of speech and writing. To use brackets, dashes or commas to indicate parenthesis. Use 3 types of clause accurately including relative clauses. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas Use capital letters, full stops, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u> The pupil can:</p> <ul style="list-style-type: none"> Use a range of devices to build cohesion(e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tense consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> discussing and evaluating how authors use language, including figurative language, considering the impact on the reader identifying and discussing themes and conventions in and across a wide range of writing 	<p><u>Word Level</u> Make regular plurals by adding suffixes Make nouns by adding suffixes Form adjectives by adding and using suffixes</p> <p><u>Sentence Level</u> Put words together so that they make a clause / sentence Use co-ordinating conjunctions to combine clauses Use subordinating conjunctions to combine clauses</p> <p><u>Text Level</u> Appropriately, consistently choose between present and past tense. Use the present perfect form of verbs</p> <p><u>Punctuation:</u> All sentences are accurately punctuated with capital letters to start and full stops, question marks or exclamation marks to finish. Capital letters are used for proper names, places and for the personal pronoun Commas are used to separate items in a list including adjective lists. Apostrophes are used to mark missing letters in contracted words.</p>
Week 3 Week 4	Narrative Write a narrative based on the short film	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> In narratives, describe settings and characters Integrate dialogue in narratives to show characters' feeling 	<p><u>Word Level</u> Turn adjectives into adverbs by using -ly. Form nouns using a range of prefixes</p>

	<p>'Germans in the Woods'</p>	<ul style="list-style-type: none"> • Use verb tense correctly throughout their writing. • Use the full range of punctuation from previous year groups. • To use commas to clarify meaning and avoid ambiguity with increasing accuracy. <p>Y6: Working towards the expected standard text-specific objectives</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In narratives, describe settings and characters • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p>Y6: Working at the expected standard text-specific objectives</p> <ul style="list-style-type: none"> • In narratives, describe settings and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use verb tense consistently and correctly throughout their writing. • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p>Y6: Working at greater depth text-specific objectives</p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>Speaking and Listening Objectives:</p> <ul style="list-style-type: none"> • think aloud to generate ideas as part of the writing process. 	<p>Correctly choose between the determiners 'a' or 'an'</p> <p>Sentence Level Expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific Use correct grammar to write statements, questions, exclamations and commands. Express time, place and cause (when, where and how) using: Conjunctions Adverbs Prepositions</p> <p>Text Level Use the progressive form of verbs in the present and past tense</p> <p>Punctuation: Apostrophes are used to mark singular possession in nouns Apostrophes are used to mark plural possession in nouns Speech marks / inverted commas are used to show direct speech.</p>
<p>Week 5 Week 6</p>	<p>Non-chronological report Write a report on the Mi Amigo disaster</p>	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> • Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). • Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. 	<p>Word Level Identify word families based on common words Show the difference between plural dogs & possessive dog's by using an apostrophe. Use Standard English for verbs</p> <p>Sentence Level Extend noun phrases by adding modifiers: adjectives, nouns, prepositions Use adverbials at the front of a sentence</p>

		<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis. Indicate degrees of possibility using adverbs or modal verbs. <p>Y6: Working towards the expected standard text-specific objectives</p> <ul style="list-style-type: none"> In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p>Y6: Working at the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion(e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.. Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p>Y6: Working at greater depth text-specific objectives</p> <ul style="list-style-type: none"> Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation preciiely to enhance meaning and avoid ambiguity. <p>Speaking and Listening Objectives:</p> <ul style="list-style-type: none"> think aloud to generate ideas as part of the writing process. explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>Begin relative clauses with <i>who, which, where, when, whose, that.</i></p> <p>Text Level Use the present perfect form of verbs</p> <p>Punctuation: There's a comma after an adverbial at the start of a sentence. Commas are correctly used to give sentences clear meanings. Parentheses are made clear by using brackets, commas or dashes.</p>
<p>Week 7 Week 8</p>	<p>Letter Write a letter home from the perspective of an evacuee</p>	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. 	<p>Word Level Convert nouns or adjectives into verbs using suffixes and prefixes Clearly show the difference between informal and formal speech Use appropriate synonyms and antonyms while keeping meaning consistent.</p>

		<ul style="list-style-type: none"> To use commas to clarify meaning and avoid ambiguity with increasing accuracy. To use brackets, dashes or commas to indicate parenthesis. <p>Y6: Working towards the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p>Y6: Working at the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p>Y6: Working at greater depth text-specific objectives</p> <ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register. Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. <p>Speaking and Listening Objectives:</p> <ul style="list-style-type: none"> think aloud to generate ideas as part of the writing process. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Sentence Level Indicate possibilities by using <i>adverbs</i> Indicate possibilities by using <i>modal verbs</i> Use verbs <i>passively</i>,</p> <p>Text Level Recap work on tense</p> <p>Punctuation: <i>Semi-colons, colons</i> and <i>dashes</i> are used to show the place where two independent but related clauses meet <i>Colons</i> are used to introduce a list. <i>Semi-colons</i> are used between list items. <i>Hyphens</i> are used to avoid confusion</p>
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Y6 Writing 2019/2020

Autumn 2:

Week	Text Type and Topic	Targets from framework	
Week 1 Week 2	Biography Write a biography of Anne Frank	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> To use a range of devices to create cohesion across paragraphs (including adverbials of time, place, numer or tense choices) 	<p>Word Level Make regular plurals by adding suffixes Make nouns by adding suffixes</p>

		<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. Use verb tense correctly throughout their writing. Use the full range of punctuation from previous year groups. Use 3 types of clause accurately including relative clauses. <p>Y6: Working towards the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p>Y6: Working at the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Use a range of devices to build cohesion(e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tense consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p>Y6: Working at greater depth text-specific objectives</p> <ul style="list-style-type: none"> Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>Speaking and Listening Objectives:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Form adjectives by adding and using suffixes</p> <p>Sentence Level Put words together so that they make a clause / sentence Use co-ordinating conjunctions to combine clauses Use subordinating conjunctions to combine clauses</p> <p>Text Level Appropriately, consistently choose between present and past tense. Use the present perfect form of verbs</p> <p>Punctuation: All sentences are accurately punctuated with capital letters to start and full stops, question marks or exclamation marks to finish. Capital letters are used for proper names, places and for the personal pronoun Commas are used to separate items in a list including adjective lists. Apostrophes are used to mark missing letters in contracted words.</p>
<p>Week 3 Week 4</p>	<p>Instructional text Write a set of instructions for surviving and air raid</p>	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. 	<p>Word Level Turn adjectives into adverbs by using -ly. Form nouns using a range of prefixes Correctly choose between the determiners 'a' or 'an'</p> <p>Sentence Level Expand single nouns into multi-word noun phrases to enhance</p>

		<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural and distinguish • To use brackets, dashes or commas to indicate parenthesis. • Indicate degrees of possibility using adverbs or modal verbs. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use verb tense consistently and correctly throughout their writing. • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> • Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>descriptions and be even more specific Use correct grammar to write <i>statements, questions, exclamations and commands.</i> Express time, place and cause (when, where and how) using: <u>Conjunctions</u> <u>Adverbs</u> <u>Prepositions</u></p> <hr/> <p><u>Text Level</u> Use the progressive form of verbs in the present and past tense</p> <hr/> <p><u>Punctuation:</u> Apostrophes are used to mark singular <i>possession</i> in nouns Apostrophes are used to mark plural possession in nouns Speech marks / inverted commas are used to show <i>direct speech</i>.</p>
<p>Week 5 Week 6</p>	<p>Narrative Write a narrative based on the 'The Lost Thing'</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> • In narratives, describe settings and characters • Integrate dialogue in narratives to show characters' feeling 	<p><u>Word Level</u> Identify word families based on common words Show the difference between plural dogs & possessive dog's by using an apostrophe.</p>

		<ul style="list-style-type: none"> • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). • Use verb tense correctly throughout their writing. • To use commas to clarify meaning and avoid ambiguity with increasing accuracy. • Use 3 types of clause accurately including relative clauses. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In narratives, describe settings and characters • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • In narratives, describe settings and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use a range of devices to build cohesion(e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use verb tense consistently and correctly throughout their writing. <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • recommending books that they have read to their peers, giving reasons for their choices • making comparisons within and across books 	<p>Use Standard English for verbs</p> <p>Sentence Level Extend noun phrases by adding modifiers: adjectives, nouns, prepositions Use adverbials at the front of a sentence Begin relative clauses with <i>who, which, where, when, whose, that</i>.</p> <p>Text Level Use the present perfect form of verbs</p> <p>Punctuation: There's a comma after an adverbial at the start of a sentence. Commas are correctly used to give sentences clear meanings. Parentheses are made clear by using brackets, commas or dashes.</p>
Week 7	Diary Write a diary from the perspective of a WW2 soldier at Christmas	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> • Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) • Ensure correct subject and verb agreement when using singular and plural and distinguish • Use the full range of punctuation from previous year groups. 	<p>Word Level Convert nouns or adjectives into verbs using suffixes and prefixes Clearly show the difference between informal and formal speech Use appropriate synonyms and antonyms while keeping meaning consistent.</p>

		<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis. Indicate degrees of possibility using adverbs or modal verbs. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use verb tense consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> think aloud to generate ideas as part of the writing process. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Sentence Level Indicate possibilities by using <i>adverbs</i> Indicate possibilities by using <i>modal verbs</i> Use verbs <i>passively</i>,</p> <p>Text Level Revise text level objectives for term.</p> <p>Punctuation Revise punctuation objectives for term.</p>
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Y6 Writing 2019/2020

Spring 1:

Week	Text Type and Topic	Targets from framework	
Week 1 Week 2	Newspaper report Write a newspaper report about the Great	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> To use a range of devices to create cohesion across paragraphs (including adverbials of time, place, numer or tense choices) 	<p>Word Level Make regular plurals by adding suffixes Make nouns by adding suffixes Form adjectives by adding and using suffixes</p>

	<p>Sheffield Flood of 1864</p>	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. Use verb tense correctly throughout their writing. Ensure correct subject and verb agreement when using singular and plural and distinguish Indicate degrees of possibility using adverbs or modal verbs. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tense consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register. Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> think aloud to generate ideas as part of the writing process. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Sentence Level Put words together so that they make a clause / sentence Use co-ordinating conjunctions to combine clauses Use subordinating conjunctions to combine clauses</p> <p>Text Level Appropriately, consistently choose between present and past tense. Use the present perfect form of verbs</p> <p>Punctuation: All sentences are accurately punctuated with capital letters to start and full stops, question marks or exclamation marks to finish. Capital letters are used for proper names, places and for the personal pronoun Commas are used to separate items in a list including adjective lists. Apostrophes are used to mark missing letters in <i>contracted</i> words.</p>
<p>Week 3 Week 4</p>	<p>Explanation text Write an explanation about how film canister rockets work</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. To use commas to clarify meaning and avoid ambiguity with increasing accuracy. 	<p>Word Level Turn adjectives into adverbs by using -ly. Form nouns using a range of prefixes Correctly choose between the determiners 'a' or 'an'</p>

		<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis. Use 3 types of clause accurately including relative clauses. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks think aloud to generate ideas as part of the writing process. 	<p>Sentence Level Expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific Use correct grammar to write <i>statements, questions, exclamations and commands.</i> Express time, place and cause (when, where and how) using: Conjunctions Adverbs Prepositions</p> <hr/> <p>Text Level Use the progressive form of verbs in the present and past tense</p> <hr/> <p>Punctuation: Apostrophes are used to mark singular <i>possession</i> in nouns Apostrophes are used to mark <i>plural possession</i> in nouns Speech marks / inverted commas are used to show <i>direct speech</i>.</p>
<p>Week 5 Week 6</p>	<p>Persuasive text Write an advert persuading tourists to visit Sheffield</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. Use the full range of punctuation from previous year groups. To use commas to clarify meaning and avoid ambiguity with increasing accuracy. To use brackets, dashes or commas to indicate parenthesis. Use 3 types of clause accurately including relative clauses. 	<p>Word Level Identify word families based on common words Show the difference between <i>plural dogs</i> & <i>possessive dog's</i> by using an apostrophe. Use Standard English for verbs</p> <hr/> <p>Sentence Level <i>Extend noun phrases by adding modifiers: adjectives, nouns, prepositions</i> Use adverbials at the front of a sentence Begin relative clauses with <i>who, which, where, when, whose, that.</i></p> <hr/> <p>Text Level</p>

		<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs. <p>Y6: Working towards the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p>Y6: Working at the expected standard text-specific objectives</p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p>Y6: Working at greater depth text-specific objectives</p> <ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register. Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation preciiely to enhance meaning and avoid ambiguity. <p>Speaking and Listening Objectives:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Use the present perfect form of verbs</p> <p>Punctuation: There's a <i>comma</i> after an <i>adverbial</i> at the start of a sentence. <i>Commas</i> are correctly used to give sentences clear meanings. <i>Parentheses</i> are made clear by using brackets, commas or dashes.</p>
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Week	Text Type and Topic	Targets from framework	
Week 1 Week 2	<p>Narrative Write a narrative with the title 'Escape From the Workhouse'</p> <p>(Linked to learning on Industrial Revolution)</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> • In narratives, describe settings and characters • Integrate dialogue in narratives to show characters' feeling • Use verb tense correctly throughout their writing. • Use the full range of punctuation from previous year groups. • To use commas to clarify meaning and avoid ambiguity with increasing accuracy. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In narratives, describe settings and characters Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • In narratives, describe settings and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use verb tense consistently and correctly throughout their writing. • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • recommending books that they have read to their peers, giving reasons for their choices • making comparisons within and across books 	<p><u>Word Level</u> Convert nouns or adjectives into verbs using suffixes and prefixes Clearly show the difference between <i>informal</i> and <i>formal</i> speech Use appropriate <i>synonyms</i> and <i>antonyms</i> while keeping meaning consistent.</p> <p><u>Sentence Level</u> Indicate possibilities by using <i>adverbs</i> Indicate possibilities by using <i>modal verbs</i> Use verbs <i>passively</i>,</p> <p><u>Text Level</u> Recap work on tense</p> <p><u>Punctuation:</u> <i>Semi-colons, colons</i> and <i>dashes</i> are used to show the place where two independent but related clauses meet <i>Colons</i> are used to introduce a list. <i>Semi-colons</i> are used between list items. <i>Hyphens</i> are used to avoid confusion</p>

<p>Week 3 Week 4 Y6: SATS prep.</p>	<p>Persuasive Letter Write a letter persuading the government to ban children from working in factories</p>	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> • Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) • Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. • Use the full range of punctuation from previous year groups. • To use brackets, dashes or commas to indicate parenthesis. • Indicate degrees of possibility using adverbs or modal verbs. <p>Y6: Working towards the expected standard text-specific objectives</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p>Y6: Working at the expected standard text-specific objectives</p> <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p>Y6: Working at greater depth text-specific objectives</p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>Speaking and Listening Objectives:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>Word Level Make regular plurals by adding suffixes Make nouns by adding suffixes Form adjectives by adding and using suffixes</p> <p>Sentence Level Put words together so that they make a clause / sentence Use co-ordinating conjunctions to combine clauses Use subordinating conjunctions to combine clauses</p> <p>Text Level Appropriately, consistently choose between present and past tense. Use the present perfect form of verbs</p> <p>Punctuation: All sentences are accurately punctuated with capital letters to start and full stops, question marks or exclamation marks to finish. Capital letters are used for proper names, places and for the personal pronoun Commas are used to separate items in a list including adjective lists. Apostrophes are used to mark missing letters in contracted words.</p>
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		<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	
<p>Week 5 Y6: SATS prep.</p>	<p>Interview Write an interview with a famous person from Sheffield</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. Use the full range of punctuation from previous year groups. To use commas to clarify meaning and avoid ambiguity with increasing accuracy. To use brackets, dashes or commas to indicate parenthesis. Use 3 types of clause accurately including relative clauses. Indicate degrees of possibility using adverbs or modal verbs. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register. Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 	<p><u>Word Level</u> Turn adjectives into adverbs by using -ly. Form nouns using a range of prefixes Correctly choose between the determiners 'a' or 'an'</p> <p><u>Sentence Level</u> Expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific Use correct grammar to write <i>statements, questions, exclamations and commands.</i> Express time, place and cause (when, where and how) using: Conjunctions Adverbs Prepositions</p> <p><u>Text Level</u> Use the progressive form of verbs in the present and past tense</p> <p><u>Punctuation:</u> Apostrophes are used to mark singular <i>possession</i> in nouns Apostrophes are used to mark <i>plural possession</i> in nouns Speech marks / inverted commas are used to show <i>direct speech</i>.</p>

		<p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	
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Y6 Writing 2019/2020

Summer 1:

Week	Text Type and Topic	Targets from framework	
Week 1 Week 2 Y6: SATS prep.	<p>Setting Description Write a description of a setting after an earthquake in Mexico</p>	<p><u>YEAR 5 text-specific objectives</u></p> <ul style="list-style-type: none"> To use a range of devices to create cohesion across paragraphs (including adverbials of time, place, numer or tense choices) Ensure correct subject and verb agreement when using singular and plural and distinguish between the language of speech and writing. To use brackets, dashes or commas to indicate parenthesis. Use 3 types of clause accurately including relative clauses. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas Use capital letters, full stops, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u> The pupil can:</p> <ul style="list-style-type: none"> Use a range of devices to build cohesion(e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tense consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 	<p><u>Word Level</u> Identify word families based on common words Show the difference between plural dogs & possessive dog's by using an apostrophe. Use Standard English for verbs</p> <p><u>Sentence Level</u> Extend noun phrases by adding modifiers: adjectives, nouns, prepositions Use adverbials at the front of a sentence Begin relative clauses with <i>who, which, where, when, whose, that</i>.</p> <p><u>Text Level</u> Use the present perfect form of verbs</p> <p><u>Punctuation:</u> There's a comma after an adverbial at the start of a sentence. Commas are correctly used to give sentences clear meanings. Parentheses are made clear by using brackets, commas or dashes.</p>

<p>Week 3 Y6: SATS prep.</p> <p>Week 4 Y6: SATS prep.</p>	<p>Narrative Write a narrative set during the Day of the Dead celebrations</p>	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> In narratives, describe settings and characters Integrate dialogue in narratives to show characters' feeling Use verb tense correctly throughout their writing. Use the full range of punctuation from previous year groups. To use commas to clarify meaning and avoid ambiguity with increasing accuracy. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas In narratives, describe settings and characters Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> In narratives, describe settings and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Use verb tense consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register. Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> discussing and evaluating how authors use language, including figurative language, considering the impact on the reader identifying and discussing themes and conventions in and across a wide range of writing 	<p>Word Level Convert nouns or adjectives into verbs using suffixes and prefixes Clearly show the difference between <i>informal</i> and <i>formal</i> speech Use appropriate <i>synonyms</i> and <i>antonyms</i> while keeping meaning consistent.</p> <p>Sentence Level Indicate possibilities by using <i>adverbs</i> Indicate possibilities by using <i>modal verbs</i> Use verbs <i>passively</i>,</p> <p>Text Level Recap work on tense</p> <p>Punctuation: <i>Semi-colons, colons</i> and <i>dashes</i> are used to show the place where two independent but related clauses meet <i>Colons</i> are used to introduce a list. <i>Semi-colons</i> are used between list items. <i>Hyphens</i> are used to avoid confusion</p>
<p>Week 5 Y6: SATS week.</p>	<p>Play Write a play about a holiday to Mexico</p>	<p>YEAR 5 Text-Specific Objectives</p> <ul style="list-style-type: none"> Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) 	<p>Word Level Make regular <i>plurals</i> by adding <i>suffixes</i> Make <i>nouns</i> by adding <i>suffixes</i> Form <i>adjectives</i> by adding and using <i>suffixes</i></p> <p>Sentence Level</p>

		<ul style="list-style-type: none"> • Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. • Use the full range of punctuation from previous year groups. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation preciiely to enhance meaning and avoid ambiguity. <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Put words together so that they make a clause / sentence Use co-ordinating conjunctions to combine clauses Use subordinating conjunctions to combine clauses</p> <hr/> <p><u>Text Level</u> Appropriately, consistently choose between present and past tense. Use the present perfect form of verbs</p> <hr/> <p><u>Punctuation</u> All sentences are accurately punctuated with capital letters to start and full stops, question marks or exclamation marks to finish. <i>Capital</i> letters are used for proper names, places and for the personal pronoun Commas are used to separate items in a list including adjective lists. Apostrophes are used to mark missing letters in <i>contracted</i> words.</p>
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<p>Week 6</p>	<p>Poem Write a poem about a place of outstanding beauty in Mexico</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> • Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) • Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. • Use the full range of punctuation from previous year groups. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity <p><u>Speaking and Listening Objectives:</u></p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • learning a wider range of poetry by heart • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p><u>Word Level</u> Turn adjectives into adverbs by using -ly. Form nouns using a range of prefixes Correctly choose between the determiners 'a' or 'an'</p> <p><u>Sentence Level</u> Expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific Use correct grammar to write <i>statements, questions, exclamations and commands.</i> Express time, place and cause (when, where and how) using: Conjunctions Adverbs Prepositions</p> <p><u>Text Level</u> Use the progressive form of verbs in the present and past tense</p> <p><u>Punctuation:</u> Apostrophes are used to mark singular <i>possession</i> in nouns Apostrophes are used to mark <i>plural possession</i> in nouns Speech marks / inverted commas are used to show <i>direct speech</i>.</p>
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Summer 2:

Week	Text Type and Topic	Targets from framework	
Week 1 Week 2	<p>Book Study: Y5 - War Horse Write a letter from the perspective of a character in War Horse</p> <p>Y6 - Kensuke's Kingdom Write a letter home from the perspective of Michael</p>	<p><u>YEAR 5 Text-Specific Objectives</u></p> <ul style="list-style-type: none"> • Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts) • Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. • Use the full range of punctuation from previous year groups. • To use brackets, dashes or commas to indicate parenthesis. • Indicate degrees of possibility using adverbs or modal verbs. <p><u>Y6: Working towards the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas • In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings ,bullet points) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly. <p><u>Y6: Working at the expected standard text-specific objectives</u></p> <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech) <p><u>Y6: Working at greater depth text-specific objectives</u></p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 	<p><u>Word Level</u> Identify word families based on common words Show the difference between plural dogs & possessive dog's by using an apostrophe. Use Standard English for verbs</p> <p><u>Sentence Level</u> Extend noun phrases by adding modifiers: adjectives, nouns, prepositions Use adverbials at the front of a sentence Begin relative clauses with <i>who, which, where, when, whose, that</i>.</p> <p><u>Text Level</u> Use the present perfect form of verbs</p> <p><u>Punctuation:</u> There's a comma after an adverbial at the start of a sentence. Commas are correctly used to give sentences clear meanings. Parentheses are made clear by using brackets, commas or dashes.</p>

Y6: Working at greater depth text-specific objectives

- Distinguish between the language of speech and writing and choose the appropriate register.
- Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Speaking and Listening Objectives:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary