

Vine Core Curriculum

Termly Curriculum Overviews – Writing

Year Group - Year 6

CHILDREN MUST ACHIEVE ALL THE EXPECTED STANDARD OBJECTIVES FROM THE FRAMEWORK TO BE EXPECTED STANDARD

	Autumn	Spring	Summer
Planning, Composing and Evaluating	<ul style="list-style-type: none"> • 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) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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) • <u>Develop their own ideas for writing through reading and research</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Ensure that the content and style of writing accurately reflects the purpose • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Borrow and adapt writers' techniques from book, screen and stage • Vary structure to expand ideas and provide emphasis • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Manipulate word order for effect 	<ul style="list-style-type: none"> • 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) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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) • <u>Develop their own ideas for writing through reading and research</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Choose form and subject when non-fiction • Ensure writing is lively interesting and thoughtful • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Ensure that the content and style of writing accurately reflects the purpose • Experiment with writers' techniques borrowed from book, screen and stage • <u>Use informal and formal structures and style appropriate to the reader</u> • Use reported speech appropriately 	<ul style="list-style-type: none"> • 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) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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) • <u>Develop their own ideas for writing through reading, research and personal experience</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Choose form and subject when writing poetry and non-fiction • Ensure that the content and style of writing accurately reflects the purpose • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Experiment with writers' techniques borrowed from book, screen and stage • <u>Use informal and formal structures and style appropriate to the reader</u> • Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.

	<ul style="list-style-type: none"> • Use speech to convey and develop a character • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning 	<ul style="list-style-type: none"> • Ensure writing is controlled and balanced • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Manipulate the reader • Add depth and detail to paragraphs • Use speech to advance action • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning 	<ul style="list-style-type: none"> • Show a confident and established voice throughout a piece of writing • Affect the emotions of the reader at points in the text • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • Check that the appropriate register is being used • Select and use stylistic devices to support the purpose and effect of writing
Grammar, Punctuation and Vocabulary	<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 tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. • Understand the basic subject, verb, object structure of a sentence • Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page • Use the 'perfect form' of verbs • Understand how colons are used • Use colons appropriately • Understand how to use punctuation with bullet points 	<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 tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Understand and recognise active and passive voice • Understand and explore synonyms and antonyms • Use passive voice appropriately in writing • Use the 'perfect form' of verbs for effect • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. • Understand how semi-colons are used • Use semi-colons appropriately • Understand how dashes are used for marking the boundaries between independent clauses 	<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 tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use correct grammatical terminology when discussing their writing • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. • Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different • Understand how ellipsis is used • Use ellipsis appropriately • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.

	<ul style="list-style-type: none"> Use punctuation consistently with bullet points 	<ul style="list-style-type: none"> Use dashes to mark the boundaries between independent clauses Understand how hyphens are used Use hyphens appropriately Use more than one subordinate clause successfully in a complex sentence 	
Spelling	<ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary Use knowledge of word roots, prefixes and suffixes to aid spelling Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature Choose the correct spelling by using a visual strategy ('Does it look right?') 	<ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary Use knowledge of word roots, prefixes and suffixes to aid spelling Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Make the correct spelling choice for unstressed vowels in polysyllabic words Use knowledge of word roots, prefixes and suffixes to aid spelling Spell and use common homophones Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend Choose the correct spelling by using a visual strategy ('Does it look right?') 	<ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary Use knowledge of word roots, prefixes and suffixes to aid spelling Investigate spelling patterns and conventions Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Choose the correct spelling by using a visual strategy ('Does it look right?')
Handwriting and Presentation	<ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed. Develop a neat, personal, handwriting style 	<ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed. Consistently use a neat, personal handwriting style Choose the writing implement that is appropriate to the task 	<ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed. Consistently use a neat, personal handwriting style Use an appropriate and cohesive style in work produced using on-screen media Present work produced using on-screen media stylishly and cohesively

Spoken Language	<ul style="list-style-type: none">• Give and justify an opinion in an appropriate manner• Use the conventions and language of formal debate	<ul style="list-style-type: none">• Agree and disagree constructively with others' views• Identify and adopt the features of formal register• Successfully counter another argument during a debate or discussion• Make notes when listening for a sustained period• Sustain a character in role	<ul style="list-style-type: none">• Monitor the effect of their talk on the listener and adapt it in response• Analyse and evaluate a range successful speakers for useful techniques• Consider, evaluate and build on different viewpoints during debates and discussions• Interpret and rehearse scenes from published plays• Organise and present a play for an invited audience
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