

Year 6		ARE	Greater Depth
<p>Attitudes to writing: Pupils generate ideas, drafts, redrafts and edit written work to ensure the meaning is clear and the impact on the reader is paramount. Work is proof read for spelling and punctuation errors.</p> <p>Terminology for pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>			
Spoken Language			
<p>Speaking</p> <p>Use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>Participate in whole-class debate using the conventions and language of debate, including Standard English</p> <p>Consider and evaluate different viewpoints and respond, building on the contributions of others</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Select and use appropriate registers for effective communication</p>	<p>Listening</p> <p>make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</p> <p>analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>listen for language variation in formal and informal contexts</p> <p>ask clear, pertinent and relevant questions to clarify a position or deepen understanding</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding by speculating, hypothesising, imagining and exploring ideas</p>		
Audience and purpose	-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	A range of texts, structured and organised for different purposes e.g. stories, scripted drama, poetry, non-fiction	Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect

<p>Text structure and organisation</p>	<p>-To discuss organizational and presentational devices to structure texts and to guide the reader eg headings, bullet points and underlining, cycles, text boxes, arrows</p> <p>- To use organizational and presentational devices effectively and appropriately to structure texts and to guide the reader eg headings, bullet points and underlining, cycles, text boxes, arrows (make booklets, leaflets, posters etc)</p>	<p>Uses appropriate layout devices to structure texts e.g. headings, subheadings, columns, bullet points or tables</p> <p>Ideas are organised into well-developed, linked paragraphs using a wide range of cohesive devices e.g. deliberate repetition of a word or phrase, grammatical connections through the use of adverbs (e.g. in contrast, on the other hand) and ellipsis</p> <p>Consciously control the structure of sentences in writing.</p>	<p>All aspects of writing composition: planning, drafting, evaluating, editing and proof-reading at the above national standard are embedded</p> <p>The drafting process is used to make judicious choices of grammar and vocabulary to manipulate meaning for the intended effect</p> <p>Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>All aspects of writing composition: structuring and organising text at the above national standard are embedded</p>
<p>Composition, planning and drafting</p>	<p>Select the appropriate form for writing</p> <p>Precise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Assess the effectiveness of their own and others' writing and evaluate changes for their effectiveness on improving the piece</p>	<p>Editing takes place during writing</p>	<p>Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present,</p>

	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Create paragraphs with a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p> <p>Structure text using different layout devices, such as headings, sub-headings, columns, bullets, or tables</p>		<p>withhold, expand, emphasise or develop material to achieve the intended effect</p> <p>Overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect</p> <p>All aspects of writing composition: applying vocabulary, grammar and punctuation at the above national standard are embedded.</p>
<p>Vocabulary, grammar and punctuation</p>	<p>Recognise vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive forms (such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i>) in some very formal writing and speech</p> <p>Use passive verbs to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses</p>	<p>Demonstrate a clear knowledge of linguistic terms e.g. through analysing a writer's prose noting likes and dislike</p> <p>Uses formal and informal language appropriately depending on the task.</p> <p>Range of tenses and tense forms used for effect including the simple past/present, progressive, perfect and subjunctive</p>	<p>According to audience, purpose and context, writing demonstrates conscious control of: clauses manipulated to emphasise relationships between complex ideas or to convey information succinctly</p> <p>Consistently precise vocabulary and grammatical</p>

	<p>punctuate bullet points consistently</p> <p>Use a colon to introduce a list</p> <p>Learn the grammatical terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Understand how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>]</p> <p>To understand the use of the subjunctive form (such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech.</p> <p>Identify figurative language - similes, metaphors, personification</p> <p>Collect synonyms and antonyms for a range of vocabulary and use them effectively in their writing.</p> <p>Use figurative language - similes, metaphors, personification appropriately and effectively</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun.</p>	<p>All punctuation marks are used accurately to clarify meaning across a range of text types. Full speech punctuation.</p>	<p>choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations.</p> <p>Is able to write from memory complex sentences, dictated by the teacher, that include words included in the KS2 national curriculum</p> <p>The full range of punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions</p>
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<p>Spelling</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Understand difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover; ask for - request; go in - enter</i>)</p> <p>Understand how words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>	<p>Spelling is accurate. Irregular words are generally spelt accurately</p>	<p>All aspects of writing transcription: spelling at the above national standard are embedded</p>
<p>Handwriting</p>	<p>Develop a legible personal handwriting style</p> <p>Adapt handwriting to match a particular purpose</p>	<p>Neat and legible</p>	<p>All aspects of writing transcription: handwriting at the above national standard are embedded Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed</p>

