

Forest View Primary School Writing Targets Overview

Year 6

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Use further prefixes and suffixes [ant, ance, ancyl, ent, ence, ency, able, ible, ably, ibly] and understand the guidance for adding them.</p> <p>Spell some words that include silent letters k,g,l,n [knight, solemn, gnat, chalk].</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically [Year5/6 key word list].</p> <p>Continue to distinguish between homophones and other words which are often confused, pointing out the different uses of the different words [aloud/allowed, desert/dessert, morning/mourning].</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>Use a thesaurus to improve vocabulary use.</p>	<p>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.</p> <p>Choose the writing implement that is best suited for a task ensuring that handwriting is still legible and fluency and speed is maintained.</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> -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. -considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. -precising longer passages. -using a wide range of devices to build cohesion within and across paragraphs [on the other hand, in contrast, as a consequence]. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. - proof-reading for spelling and punctuation errors. <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing [find out – discover; ask for request; go in – enter], including subjunctive forms [If I were or Were they].</p> <p>Use passive verbs to affect the presentation of information in a sentence [I broke the window in the greenhouse. The window in the green house was broken by me.]</p> <p>Use hyphens to avoid ambiguity [man eating shark is not the same as man-eating shark].</p> <p>Know how to use an ellipsis.</p> <p>Use a colon to introduce a list.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses [It's raining; I'm fed up].</p> <p>Know some words have similar meanings [synonyms] and others have opposite meanings [antonyms].</p> <p>Punctuate bullet points consistently.</p> <p>Use and understand the grammatical terminology in Y6 English accurately and appropriately in discussing their writing and reading [subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points].</p> <p>Use the perfect form of verbs to mark relationships of time and cause [I have, She has, We had].</p>

