Year 6 Writing and Spoken Language Curriculum 2014   Name:

Writing Transcription

• Convert verbs into nouns by adding suffixes. for example, tion, ure.			
• Distinguish between homophones and other words which are often confused.			
• Spell identified commonly misspelt words from Year 5 and 6 word list.			
• spell some words with silent letters for example 'psalm', 'knight', 'solemn'			
• Understand that the spelling of some words needs to be learnt specifically.			
• **Use dictionaries to check the spelling and meaning of words**KPI			
• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			
• Use a thesaurus.			
• Use a range of spelling strategiesincludingknowledge of word morphology and etymology			
• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.			
• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).			

Writing composition

• **Identify the audience for and purpose of the writing.**KPI			
• Choose the appropriate form and register for the audience and purpose of the writing.			
• **Use other similar writing as models for their own compositions**KPI			
• Note and develop initial ideas when planning their writing, drawing on reading and research where necessary			
• In writing narratives, consider how authors have developed characters and settings from books they have read or had read to them to inspire their own characters and settings			
• **describe settings, characters and atmosphere in their story writing**KPI			
• Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.			
• Sustain and develop main ideas logically in narrative and non-narrative writing.			
• Use character, dialogue and action to advance events in narrative writing.			
• Summarise text, conveying key information.			
• Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.			
• Use a wide range of devices to build cohesion within and across paragraphs			
• **Use further organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining**KPI			
• Assess the effectiveness of their own and others' writing.			
• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
• **Ensure the consistent and correct use of tense throughout a piece of writing. KPI**			
• Ensure correct subject and verb agreement when using singular and plural.			
• Distinguish between the language of speech and writing.			
• Distinguish between the correct subject and verb agreement when using singular and plural.			
• **Distinguish between the language of speech and writing and choose the appropriate register. KPI**			
• **Proof-read for spelling and punctuation errors**KPI			
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			

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Vocabulary, Grammar and Punctuation			
• Punctuate all sentences correctly with . ? ! and commas where appropriate in a sentence			
• Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.			
• Use developed noun phrases to add detail to sentences.			
• **Use the passive voice to present information with a different emphasis. (E.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'. KPI**			
• Use commas to mark phrases and clauses.			
• Understand how words are related by synonyms and antonyms (e.g big, large, little)			
• Use commas to clarify meaning or avoid ambiguity in writing.			
• Use brackets, dashes or commas to indicate parenthesis.			
• Use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up.)			
• **Use a colon to introduce a list KPI**			
• Punctuation of statements to list information			
• Understand how hyphens can be used to avpid ambiguity (e.g 'man-eating shark', 'recover' versus 're-cover')			
• Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).			

Spoken language			
• Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.			
• Ask questions to develop ideas and make contributions that take account of others' views.			
• Explain ideas and opinions giving reasons and evidence.			
• Take an active part in discussions, taking different roles.			
• Listen to and consider the views and opinions of others in discussions.			
• Make contributions to discussions, evaluating others' ideas and responding to them.			
• Sustain and argue a point of view in a debate, using formal language of persuasion.			
• Express possibilities using hypothetical and speculative language in science and when discussing reading.			
• Engage listeners through choice of vocabulary and register according to the context.			
• Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.			
• Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.			