# Ashill Community Primary School
## National Curriculum Objectives with Child Speak Targets
## Year 6 Writing

Pupil's Name:

**Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)**

Autumn Term:                    Spring Term:                    Summer Term:

| Strand | National Curriculum Objective | Child Speak Target |
|---|---|---|
| Transcription | Use further prefixes and suffixes and understand the guidance for adding them. | *I add prefixes and suffixes using the rules we have worked on in class.* |
| Transcription | Spell some words with 'silent' letters [for example, knight, psalm, solemn]. | *I can spell some words that include silent letters, such as knight, psalm and solemn.* |
| Transcription | Continue to distinguish between homophones and other words which are often confused. | *I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').* |
| Transcription | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. | *I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.* |
| Transcription | Use dictionaries to check the spelling and meaning of words. | *I use a dictionary to check how words are spelled and what words mean.* |
| Transcription | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | *I use the first three or four letters of a word to quickly find it in a dictionary.* |
| Transcription | Use a thesaurus. | *I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.* |
| Handwriting | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. | *I make sure others can read my handwriting and decide whether or not to join specific letters.* |
| Handwriting | Choosing the writing implement that is best suited for a task. | *I choose the writing tool that is best suited for a task.* |
| Composition | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. | *I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.* |
| Composition | Noting and developing initial ideas, drawing on reading and research where necessary. | *I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.* |
| Composition | Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. | *I plan my writing by considering how other authors have developed characters and settings.* |
| Composition | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. | *I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.* |
| Composition | Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. | *I review my work to further describe and develop settings, characters and the narrative atmosphere.* |
| Composition | Precising longer passages. | *I can precis a longer passage to create a short text with the same meaning.* |

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|---|---|---|
| Composition | Using a wide range of devices to build cohesion within and across paragraphs. | *I use themes and details across my texts to help link paragraphs together into a flow of text.* |
| Composition | Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. | *I use headings, bullet points and underlining to structure and guide a reader through my writing.* |
| Composition | Assessing the effectiveness of their own and others' writing. | *I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.* |
| Composition | Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | *I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.* |
| Composition | Ensuring the consistent and correct use of tense throughout a piece of writing. | *I ensure I use the consistent and correct use of tense throughout a piece of writing.* |
| Composition | Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. | *I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.* |
| Composition | Proof-read for spelling and punctuation errors. | *I proof-read my work to correct spelling and punctuation mistakes.* |
| Composition | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | *I read aloud my own work so the meaning is clear, fluent and flows correctly.* |
| VGP | Using hyphens to avoid ambiguity. | *I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.* |
| VGP | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. | *I can write out formal speech or texts using appropriate vocabulary.* |
| VGP | Using passive verbs to affect the presentation of information in a sentence. | *I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.* |
| VGP | Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. | *I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).* |
| VGP | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. | *I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.* |
| VGP | Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. | *I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.* |
| VGP | Using semi-colons, colons or dashes to mark boundaries between independent clauses. | *I mark out separate clauses in a sentences by using a semi-colon or colon.* |
| VGP | Using a colon to introduce a list. | *I use a colon to indicate the beginning of a list.* |
| VGP | Punctuating bullet points consistently. | *I use bullet points accurately when constructing a list.* |
| VGP | Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading. | *I can talk about my work using the learning from my Year 6 grammar list.* |