



Autumn Term	Spring Term	Summer Term
<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>-Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding.</li> <li>-Read aloud with intonation that shows understanding.</li> <li>-Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing.</li> <li>-Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader.</li> <li>-Evaluate the effectiveness of dialogue and its purpose within different texts.</li> <li>-Identify techniques and explain how writers create specific atmospheres.</li> <li>- Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences.</li> <li>-Give and explain the meaning of words in context.</li> <li>-Skim and scan a text finding evidence quickly</li> <li>-Retrieve and record information accurately.</li> </ul> <p><b>Greater Depth Standard</b></p> <ul style="list-style-type: none"> <li>-Compare the use of features when writing in different formalities and for different purposes and audiences.</li> </ul>	<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>-Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.</li> <li>-Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph.</li> <li>-Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition.</li> <li>-Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text.</li> <li>-Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</li> <li>-Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</li> <li>-Provide explanations of inferred meanings drawing on evidence across the text.</li> <li>-Predict what might happen from what is stated and implied.</li> <li>-Efficiently skim and scan a text finding evidence at speed.</li> <li>-Identify strategies writers use to demonstrate shifts in time.</li> </ul>	<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>-Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read.</li> <li>-Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year.</li> <li>-Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text.</li> <li>-Justify views about texts, offering coherent evidence to support it.</li> <li>-Efficiently skim read a text for the main idea.</li> <li>-Efficiently scan a text for specific words and phrases.</li> <li>-Explain how meaning is enhanced through choice of words and phrases.</li> <li>-Explain the meaning of words and phrases in context including archaic language and figurative language.</li> <li>-Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</li> <li>-Summarise main ideas, identifying key details and using quotations for illustration.</li> <li>-Retrieve, record and re-cast information from non-fiction.</li> </ul> <p><b>Greater Depth Standard</b></p>

<ul style="list-style-type: none"> <li>-Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s).</li> <li>-Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different.</li> <li>-Explain how language choices, sentence structure and grammar will change to change the atmosphere.</li> <li>-Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect.</li> <li>-Explain how meaning is enhanced through choice of words and phrases.</li> <li>-Identify the main ideas within paragraphs and produce a succinct summary.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and explain persuasive techniques including stylistic and vocabulary choices</li> </ul> <p><b>Greater Depth Standard</b></p> <ul style="list-style-type: none"> <li>-Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.</li> <li>-Independently make structured responses by stating the point, finding evidence and explaining ideas.</li> <li>-Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.</li> <li>-Evaluate the impact of combining text types and the purpose of doing so.</li> <li>-Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</li> <li>-Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>-Use implied and multi-layered meaning to predict what might happen.</li> <li>-Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations.</li> <li>-Explain and evaluate how writers and themselves as writers have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary.</li> <li>-Identify and discuss the tone and register in what is read with reference to the text to justify opinions</li> </ul>
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## Y6 English Writing LTP

Autumn Term	Spring Term	Summer Term
<p><b>Narrative</b></p> <p>Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p>*Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</p> <p><b>Recount</b></p> <p>Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog.</p> <p>*Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article</p> <p>Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour</p> <p>*Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p> <p><b>Non-chronological report</b></p> <p>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p>*Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p>	<p><b>Narrative</b></p> <p>Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p>*Independently use a non- linear structure to show control of formality for different shifts of time.</p> <p><b>Persuasion</b></p> <p>Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p>*Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p> <p><b>Narrative</b></p> <p>Plan and write a story with two narrators to tell the story from different perspectives.</p> <p>*Independently change the formality of the two narrators so that they contrast.</p> <p><b>Discussion</b></p> <p>Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p>*Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p>	<p><b>Narrative</b></p> <p>Plan and write an extended narrative divided into chapters.</p> <p>Use of description and figurative language to create atmosphere.</p> <p>*Independently include dialogue to show shifts of formality; develop character and move the action forward.</p> <p><b>Explanation</b></p> <p>Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p>*Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p> <p><b>Narrative</b></p> <p>Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p>*Write own story that they have always wanted to write!</p> <p><b>Non-fiction (choice)</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features</p>

## Y6 Writing Assessment Key Performance Indicators

Autumn Term	Spring Term	Summer Term
<p>Integrate dialogue in narrative to convey character and advance the action</p> <p>Describe settings and characters building a distinct atmosphere</p> <p>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p>Write a recount in a specific form with a clear audience ensuring formality is appropriate</p> <p>Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</p> <p>Write effectively for each purpose and selected audience, showing good awareness of the reader</p> <p>Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</p> <p>Draw on their knowledge of etymology and morphology to support spelling</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</p> <p>*Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>*Consciously control the structure of sentences</p> <p>*Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately</p>	<p>In narratives, describe settings, character and atmosphere Integrate dialogue in narratives to convey character and advance the action</p> <p>Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed</p> <p>* Use a non-linear structure to show assured and conscious control of formality for different shifts of time</p> <p>*Independently choose vocabulary and language features appropriately for the style and tone of the text</p> <p>*Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes</p> <p>*Distinguish between the language of speech and writing and choose the appropriate register</p>	<p>In narratives, describe settings, character and atmosphere Integrate dialogue in narratives to convey character and advance the action</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious</p> <p>Maintain legibility in joined handwriting when writing at speed</p> <p>*Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>*Distinguish between the language of speech and writing and choose the appropriate register</p> <p>*Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this</p> <p>*Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

\*Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity  
\*Evaluate, draft and re-draft.

\*Choose to combine different text types and associated language features for effect and specific purpose  
\*Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity  
\*Independently enhance the effectiveness of writing through reading, evaluating and redrafting.

