

Year 6 - Writing Targets

Spelling:

- Spell correctly **most** words from learning in previous year groups and **most** words from the year 5/6 spelling list*
- Use known spelling strategies, dictionaries or other appropriate materials to check the spelling of uncommon or ambitious vocabulary.

Handwriting:

- Maintain legibility in joined handwriting when writing at speed.

Composition:

- Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (eg. the use of the first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere effectively.
- In narratives, convey character and advance the action through dialogue, maintaining a balance of speech and description.
- Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbs, prepositions, pronouns, synonyms).
- Select vocabulary and grammatical structures that reflect what the writing requires **most of the time** (eg. using contracted forms in dialogue; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility).
- Use varying sentence openers, sentence types, sentence structures and sentence lengths.

Vocabulary, Grammar and Punctuation:

- Use apostrophes for singular and plural possession **mostly correctly**.
- Use a range of verb tenses consistently and correctly.
- Write in complete sentences (main clause with a subject and verb) **almost all of the time**.
- Effectively proof-read (editing to correct spelling, grammar and punctuation errors), **most of the time**.
- Punctuate direct speech using inverted commas, and a comma before or after the reporting clause, **mostly correctly**.
- Use the full range of punctuation taught up to Year 6 **mostly correctly****
- Use **many** Year 1/2/3/4/5 grammatical terms when discussing their writing***

For an extra challenge:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what they have read as models for their own writing.
- Sustain writing standards across extended pieces, **most of the time**.
- Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect, **most of the time**.
- Demonstrate effective descriptive/grammatical techniques to interest the reader (of those taught in Year 6).
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
- Use punctuation, language and sentence constructions to demonstrate the difference between formal and informal writing (e.g. contractions, slang, dialect), using the appropriate register.
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

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*Year 5/6 spelling list:

- spells words with endings which sound like /ʃəs/ spelt -cious or -tious (e.g. vicious, ambitious) and endings which sound like /ʃəl/ spelt -cial or -tial (e.g. official, partial)
- spells words ending in -ant, -ance/-ancy, (e.g. observant/observance); hesitant/hesitancy -ent, -ence/-ency (innocent/innocence; frequent/frequency)
- spells words ending in -able/-ible (e.g. adorable/adorably) and words ending in -ably/-ibly (e.g. possible/possibly)
- adds suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring/ reference, referee)
- uses the hyphen - e.g. joining prefixes where the prefix ends and root word begins with a vowel e.g. co-ordinate, re-enter
- spells words with the /i:/ sound spelt ei after c (e.g. deceive, conceive, receive, perceive, ceiling)
- spells words containing the letter-string ough (covering the full range of sounds (ought, rough, cough, though, through, thorough, plough)
- spells words with silent letters (e.g. doubt, island, lamb, solemn, thistle, knight)
- transforms verbs using a range of prefixes (e.g. dis-, de-, mis-, over- and re-) and understands how this alters the meaning of root words
- spells some words with 'silent' letters (e.g. knight, psalm, solemn)
- Appendix 1 also sets out a range of less common, more advanced homophones and easily confused words >> >>>

**Range of punctuation taught up to Year 6:

Capital letters (sentence punctuation)

Full stops (sentence punctuation)

Capital letters (proper nouns)

Question marks

Exclamation marks

Commas for lists

Apostrophes for contractions

Apostrophes for singular possession

Inverted commas around direct speech

Commas (or alternative punctuation) to separate reporting clause from direct speech

Commas to separate a subordinate clause and main clause

Comma after fronted adverbial

Apostrophes for plural possession

Brackets, dashes and commas for parenthesis

Commas to separate relative clauses

Commas to clarify meaning or avoid ambiguity

Semi-colon, colon and dash to mark the boundary between independent clauses

Colon to introduce a list

Semi-colons within lists

Punctuation of bullet points to list information

Hyphens to avoid ambiguity

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*** Y1 grammatical terms

letter
capital letter
word
singular
plural
sentence
punctuation
full stop
question mark
exclamation mark

Y2 grammatical terms

noun
noun phrase
expanded noun phrase
statement
question
exclamation
command
compound
suffix
adjective
adverb
verb
present tense
past tense
apostrophe
comma
proper noun

Y3 grammatical terms

preposition
conjunction
word family
prefix
main clause
subordinate clause
direct speech
inverted commas
consonant
vowel
consonant letter vowel (e.g. h in hour)
present perfect form

Y4 grammatical terms

determiner
pronoun
possessive pronoun
adverbial

Y5 grammatical terms

modal verb
relative pronoun
relative clause
parenthesis
bracket
dash
cohesion
ambiguity
formal
informal

Y6 grammatical terms

subject
object
active
passive
synonym
antonym
ellipsis,
hyphen
colon
semi-colon
bullet points

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> Year 5/6 - Homophones and near-homophones

>>> Year 5/6 - Common exception words

advice/advise	accommodate	embarrass	persuade
device/devise	accompany	environment	physical
licence/license	according	equip (-ped, -ment)	prejudice
practice/practise	achieve	especially	privilege
prophecy/prophesy	aggressive	exaggerate	profession
	amateur	excellent	programme
farther: further	ancient	existence	pronunciation
father: a male parent	apparent	explanation	queue
guessed: past tense of the verb <i>guess</i>	appreciate	familiar	recognise
guest: visitor	attached	foreign	recommend
heard: past tense of the verb <i>hear</i>	available	forty	relevant
herd: a group of animals	average	frequently	restaurant
led: past tense of the verb <i>lead</i>	awkward	government	rhyme
lead: present tense of that verb, or else the metal which is very heavy (as <i>heavy</i> as <i>lead</i>)	bargain	guarantee	rhythm
morning: before noon	bruise	harass	sacrifice
mourning: grieving for someone who has died	category	hindrance	secretary
past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)	cemetery	identity	shoulder
passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)	committee	immediate(ly)	signature
precede: go in front of or before	communicate	individual	sincere(ly)
proceed: go on	community	interfere	soldier
principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)	competition	interrupt	stomach
principle: basic truth or belief	conscience*	language	sufficient
profit: money that is made in selling things	conscious*	leisure	suggest
prophet: someone who foretells the future	controversy	lightning	symbol
stationary: not moving	convenience	marvellous	system
stationery: paper, envelopes etc.	correspond	mischievous	temperature
steal: take something that does not belong to you	criticise (critic + ise)	muscle	thorough
steel: metal	curiosity	necessary	twelfth
wary: cautious	definite	neighbour	variety
weary: tired	desperate	nuisance	vegetable
who's: contraction of <i>who is</i> or <i>who has</i>	determined	occupy	vehicle
whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)	develop	occur	yacht
	dictionary	opportunity	
	disastrous	parliament	