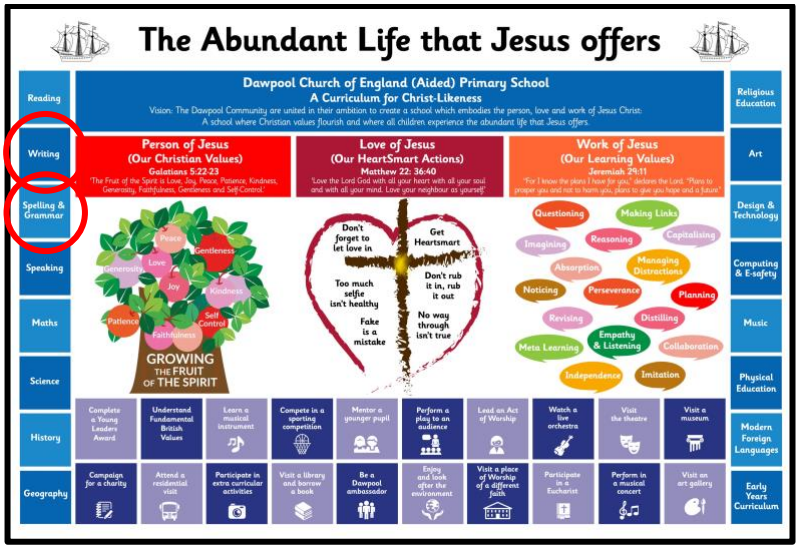
Dawpool C.E. (Aided) Primary School

DAWPOOL

A Dawpool Writer

Writing

Spelling & Grammar



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work** of **Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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Why is English Important?

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

Dawpool's Vision for Writing

On completion of the Writing curriculum at Dawpool, pupils will have developed:

- *The ability to write fluently, purposefully and with detail on a number of topics throughout the curriculum.*
- *A vivid imagination which makes readers engage with and enjoy their writing.*
- *An impressive vocabulary and an excellent knowledge of writing techniques to extend details or description.*
- *The ability to plan, draft, evaluate, revise, edit and publish writing.*
- *Well-organised and structured writing which includes a variety of sentence structures.*
- *Excellent transcription skills that ensure their writing is well presentedand punctuated, spelled correctly and neat.*
- *A love of writing and an appreciation of its educational, cultural and entertainment values.*

National Curriculum for English

The National Curriculum for English at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

Education Recovery in English

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **English** curriculum, we have focused on our vision statements which outline our aspirations for pupils in this subject. We have also considered the guidance produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum.

We have therefore identified the following priorities for the **English** curriculum.

Pupils will:

- *Read frequently across the curriculum.*
- *Read for pleasure.*
- *Experience 'story time' in classrooms.*
- *Regularly practice decoding and phonic skills.*
- *Consolidate spelling, handwriting and punctuation through dictation exercises.*
- *Start with shorter writing tasks (focusing on sentence structure and spelling) and build up to longer pieces.*
- *Practice handwriting regularly.*

Early Years Literacy

Foundation Stage Literacy	
Class	**Development Matters Statements** **Literacy – Comprehension, Word Reading and Writing**
Foundation 1	• Understand the five key concepts about print: · print has meaning · print can have different purposes · we read English text from left to right and from top to bottom · the names of the different parts of a book · page sequencing • Develop their phonological awareness, so that they can: · spot and suggest rhymes · count or clap syllables in a word · recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
Foundation 2	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly.

	• Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Early Learning Goals	**<u>Comprehension</u>** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. **<u>Word Reading</u>** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **<u>Word Reading</u>** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	**Getting to Know You**	• Foundation 1 will focus on Phase 1 Phonics through the year. • Foundation 2 will assess children in Phase 1 Phonics before moving onto Phase 2. Through regular assessment and practice decisions will be made about when some of all of the children move onto Phase 3. • The main focus of the part of the year is to get children reading CVC words quickly and accurately. Once reading books are ready to be sent home, staff will then hear children read weekly, either on a 1:1 basis or through a guided read. • The classroom provision is set up to include writing opportunities in all areas, inside and out. These might be

		whiteboards and pens; clipboards and pencils, chalks, paint and brushes. The main writing are will include paper of different sizes, felt tip pens, colouring pencils, crayons and chalk • At the start of the year staff will talk with children about each resource and its purpose. Staff will observes and scaffold children's learning during continuous provision, to ensure they are being used correctly. • Reading opportunities will be available in different areas around the room, with relevant books linked to that specific area. The main reading area will be designed to be inviting to all children, with books linked to current topics. These will be changed regularly. • Children will be read to several times a day by staff with the focus being; discussion of the character, setting and theme of the books. Children will be encouraged to discuss and share their thought and views on the books they hear. • In Foundation 1 the focus is not on getting the children to write, rather than supporting their gross motor skills which in turn benefits their fine motor skills. A specific 'Funky Fingers' area is set up and changed several times a week. This helps the children develop hand strength and hand eye co-ordination • In Foundation 2 during the Autumn Term staff will not focus on writing, again just making sure the fine motor skills are supported and enhanced. Children will initially be supported to undertake their own, self-chosen, mark making during provisions. Writing skills will become a focus in Spring Term. • Where possible a book or rhyme will be used as a specific hook into the topic. • The classroom display will show samples of children's mark making linked to topics. • During the week the children will complete an adult led activity based upon the class topic and mark making will be encouraged. Children will also be encouraged to complete one independent challenge and their achievements will be celebrated in class.

A Year 1 Writer at Dawpool

Year 1 Transcription

Year 1 Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.

Year 1 Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Year 1 Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Year 1 Vocabulary, Grammar and Punctuation

Year 1 Word

- I know regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun
- I know **suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)
- I know how the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [for example, *unkind*, or *undoing*: *untie the boat*]

Year 1 Sentence

- I know how **words** can combine to make **sentences.**
- I know how to join **words** and join **clauses** using *and.*

Year 1 Text

- I can sequence sentences to form a narrative.

Year 1 Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

Year 1 Terminology

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

Year 1 Greater Depth in Writing

- I can write short stories about something personal to me.
- I can sequence a short story or series of events related to my learning in other lessons.
- My writing makes sense to the reader without additional explanation.
- I am confident in changing the way sentences start.
- I can make sentences longer and use words other than 'and' and 'then' to join ideas together.
- I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.
- I know which letters sit below the line and which are tall letters.
- I am consistent in my use of lower case and capital letters.
- I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.
- I can spell almost all of the words in the Year 1 and 2 list accurately.

A Year 2 Writer at Dawpool

Year 2 Transcription

Year 2 Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternatives spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Year 2 Handwriting

- I can form lower-case letters of the correct size relative to one another.

- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Year 2 Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Year 2 Vocabulary, Grammar and Punctuation

Year 2 Word

- I can form **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]
- I can form **adjectives** using **suffixes** such as *–ful*, *–less*
- I can use the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

Year 2 Sentence

- I understand **subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)
- I can use expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]
- I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2 Text

- I correct choose and consistently use **present tense** and **past tense** throughout my writing
- I use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]

Year 2 Punctuation

- I can use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- I can use commas to separate items in a list
- I can use **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Year 2 Terminology

- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 2 Greater Depth in Writing

- My descriptions are clear enough for people to recognise what is meant, even when things are not named.
- I use some phrases and words that I come across in reading.
- I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.
- My stories have interesting endings that have been carefully thought about.
- I am consistent in using the first or third person.
- I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.
- I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.
- I use a dictionary to check the spellings of words.
- I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.
- I take time to describe characters and events within stories, rather than move from one event to another.

A Year 3 Writer at Dawpool

Year 3 Transcription

Year 3 Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words which are in a family correctly.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Year 3 Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- I work hard to increase the legibility, consistency and quality of my handwriting.

Year 3 Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Year 3 Vocabulary, Grammar and Punctuation

Year 3 Word

- I can form **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–]*
- I understand the use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- I know **word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Year 3 Sentence

- I can express time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]

Year 3 Text

- I can use paragraphs as a way to group related material
- I can use headings and sub-headings to aid presentation
- I can use the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Year 3 Punctuation

- I can use inverted commas to **punctuate** direct speech.

Year 3 Terminology

- preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 3 Greater Depth in Writing

- I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- I give careful thought to the planning of writing and re-read it as a matter of course.
- I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- I use words that have not been used before when describing events, characters and feelings.
- I can use powerful verbs to show character or add impact.
- I can vary sentences, adding phrases to make the meaning more precise.
- I can include descriptions of events and characters in a variety of styles and can sometimes use humour.
- I can describe characters and include feelings and emotions where needed.
- I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.
- I can check punctuation and use speech marks and apostrophes accurately.

Year 3/4 Statutory Spelling List

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

A Year 4 Writer at Dawpool

Year 4 Transcription

Year 4 Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Year 4 Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Year 4 Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Year 4 Vocabulary, Grammar and Punctuation

Year 4 Word

- I know the grammatical difference between **plural** and **possessive** –*s*
- I know the standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Year 4 Sentence

- I can expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- I can use **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]

Year 4 Text

- I can use of paragraphs to organise my ideas around a theme
- I can appropriately choose either **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

Year 4 Punctuation

- I can use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- I can use **apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*]
- I can use commas after **fronted adverbials**

Year 4 Terminology

- Determiner, pronoun, possessive pronoun, adverbial

Year 4 Greater Depth in Writing

- I am prepared to carry out some research to find words that are particular to the event being written about.
- I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.
- I can deliberately use short sentences to speed up action sequences.
- I can use dialogue and reactions from other characters to make my character interesting.
- I can recognise when a simile may generate more impact than a metaphor, and vice versa.
- I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
- I know how to re-order sentences so that they create maximum effect.
- I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
- I can use commas or ellipses in order to create greater clarity and effect in my writing.

A Year 5 Writer at Dawpool

Year 5 Transcription

Year 5 Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Year 5 Handwriting

- I can write legibly, fluently and with increasing speed by:
  - ❖ choosing which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.
  - ❖ choosing the writing implement that is best suited for the task.

Year 5 Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Year 5 Terminology

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity

Year 5 Vocabulary, Grammar and Punctuation

Year 5 Word

- I can convert **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*]
- I can use **verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]

Year 5 Sentence

- I can use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- I can indicate degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*

Year 5 Text

- I can use devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- I can link ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Year 5 Punctuation

- I can use brackets, dashes or commas to indicate parenthesis
- I can use commas to clarify meaning or avoid ambiguity

Year 5 Greater Depth in Writing

- I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
- I can use changes in time and place to guide the reader through the text.
- I can use paragraphs to organise information logically and shape a non-fiction text effectively.
- I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.
- I can close text with reference to its opening.
- I can re-order sentences to create an impact on the reader.
- I can use expanded noun phrases to add well thought out detail to writing.
- I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.
- I can use dialogue effectively and punctuate it accurately.

Year 5/6 Statutory Spelling List

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

A Year 6 Writer at Dawpool

Year 6 Transcription

Year 6 Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Year 6 Handwriting

- I can write legibly , fluently and with increasing speed by
  - ❖ choosing which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.
  - ❖ choosing the writing implement that is best suited for the task.

Year 6 Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Year 6 Vocabulary, Grammar and Punctuation

Year 6 Text

I can link 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 can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Year 6 Punctuation

- I can use the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- I can use the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information
- I can use hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Year 6 Terminology

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

Year 6 Greater Depth in Writing

- I can choose the appropriate style and form for the purpose and audience of my writing.
- I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- I can write paragraphs with a clear focus.
- I can write paragraphs with different structures and lengths.
- I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
- I can use different sentence structures and lengths to suit the purpose and audience of my writing.

- I can use a range of sentence types for impact and specific effect on the reader.
- I can control complex sentences, manipulating the clauses to achieve specific effects.
- I can use punctuation to convey and clarify meaning, including the colon and semi-colon.
- I can make precise and specific word choices according to the text type and audience.
- I can summarise longer texts precisely, identifying the key information.
- I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.
- I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.