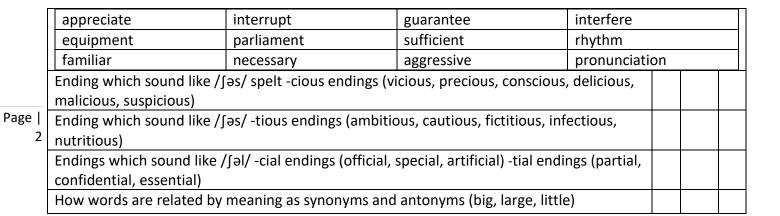




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Spring Term- Year 6 Developing	
Handwriting	
Maintain legibility and consistency in joined handwriting when writing at speed.	
Planning, Composition and editing	
Draft and write by using selecting an appropriate range of devices to build cohesion within	
and across paragraphs using adverbials of time (later), place (nearby), number (secondly)	
or tense choices (he had seen her before).	
Deliberately select and improve vocabulary for effect, formality, and precision.	
Proof-read and edit work for vocabulary, grammar, spelling and punctuation errors.	
Evaluating it for effect and meaning.	
Perform own compositions, using appropriate intonation, volume, and movement.	
Grammar and Punctuation	
Use extended reporting clauses in speech to show character's thoughts, actions, or	
feelings.	
Use senses to "show not tell" settings, characters' feelings, and thoughts.	
Recognise when reported speech is more appropriate than direct speech to maintain pace	
or move the story on.	
Use quotes for effective purpose in newspaper reports – to add authenticity and make	
them more memorable.	
Use colons, semi-colons and dashes deliberately, according to formality, context and the	
effect that is trying to be created.	
Integrate dialogue in narratives to convey character and advance the action.	
Distinguish between the language of speech and writing and choose the appropriate	
register.	
Use adverbials to introduce an argument (Firstly).	
Use adverbials to form links between arguments and develop arguments, to signal an	
illustration of a proceeding point.	
Use linking adverbials (adverbials of cause) in an explanation text to show reasons or	
results.	
Use linking adverbs to show opposition or a counter argument.	
Use adverbials to introduce a concluding paragraph (Having considered all of the	
arguments In Summary, To conclude,).	
Use adverbials to move time in a narrative (Later on, Meanwhile).	
Use adverbials to move place on in a narrative (Over in Blackwell Heath,)	

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	Use adverbials in different places in a sentence (On one hand whereas/yet/however).		
	Use the passive voice to make the object more important in the sentence than the subject.		
	Consistently use the correct subject and verb when using singular and plural.		
	Distinguish between the language of speech and writing and choose the appropriate register.		
Page	Use the perfect form of verbs to mark relationships of time and cause.		
3	Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).		
	Spellings		
	Words ending in -ant (observant, expectant, hesitant, tolerant)		
	Words ending in -ance (observance, tolerance, substance)		
	Words ending in -ancy (hesitancy)		
	Words ending in -ent (innocent, decent, frequent, confident, obedient, independent)		
	Words ending in -ence (innocence, confidence, obedience, independence)		
	Words ending in -ency (decency, frequency)		
	Adding suffixes beginning with vowel letter to words ending in-fer (is still		
	stressed)(referring, referred, referral, preferring, preferred, transferring, transferred)		
	Adding suffixes beginning with vowel letter to words ending in –fer is no longer stressed (reference, referee, preference, transference)		

<u>Summer Term – Year 6 Secure</u>				
Handwriting				
Maintain legibility and consistency in joined handwriting when writing at speed.				
Planning, Composition and editing				
Break the rules to add flair to my writing using one-word sentences / fragments.				
Précising longer passages extracting the key information.				
Describe settings and characters (narrative) based on what has been read, listened to or seen performed.				
Identify the audience and write for a range of purposes, selecting the appropriate form.				
Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing.				
Choose words to make writing more engaging, powerful and to have greater effect on the audience.				
Make deliberate choices about the order of clauses within my sentences.				
Grammar and Punctuation				
Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.				
Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.				
Spelling				
Confidently spell the Year 5 and 6 statutory spellings and spelling rules.				



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