

Working at the Expected Standard	
<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) 	<ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
<ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere 	<ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing
<ul style="list-style-type: none"> • integrate dialogue in narratives to convey character and advance the action 	<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
<ul style="list-style-type: none"> • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 	<ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed. 	
Working at Greater Depth	
<ul style="list-style-type: none"> • 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 (e.g. literary language, characterisation, structure) 	<ul style="list-style-type: none"> • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
<ul style="list-style-type: none"> • distinguish between the language of speech and writing³ and choose the appropriate register 	<ul style="list-style-type: none"> • 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.

Key National Curriculum Objectives for **Autumn**

<p>Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form and understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. question tags and appropriate vocabulary</p>	<p>Draft and write narratives, describing settings, characters and atmosphere using (Yr4 obj) using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text and use bullet points to list information consistently</p>	<p>(Yr5 obj) Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>Draft and write by accurately précising longer passages with (Yr 4 obj) using the grammatical terminology in English Appendix 2 accurately and appropriately. Including: full stops, capital letters, exclamation marks, question marks, commas, inverted commas, brackets and apostrophes</p>	<p>(Y4) Ensure accurate use of pronouns and consistent tense choice across paragraphs.</p>
<ul style="list-style-type: none"> • To understand that there is a formality continuum and identify which text type would sit where. • To identify informal and formal language in a text. • To change the vocabulary in a text in order to change the formality. • To know what a question tag and that this is informal. • To add in question tags to a piece of writing. • To decide upon the level of formality for a piece of writing and to include appropriate vocabulary and question tags if appropriate. 	<ul style="list-style-type: none"> • Know what a noun and a preposition is and be able to identify them when reading • Know some determiners and where they sit within an expanded noun phrase • Know what an adjective is and that adjectives are included within expanded noun phrases • To know the difference between a phrase and clause. • Know how to use expanded noun phrases which include adjectives and prepositional phrases 	<ul style="list-style-type: none"> • To know what the above devices look like and their purpose. • To identify their use and articulate their impact upon understanding. • To select the appropriate layout device at the planning stage. • To know how to punctuate bullet point information. • To write coherent and correctly punctuated information using an appropriate layout device. 	<ul style="list-style-type: none"> • To recap what a modal verb is and the job this does in a sentence. • To identify modal verbs within a text. • To add in appropriate modal verbs and discuss the impact this has on the meaning. • To select the most appropriate modal verbs for a given purpose. • To orally compose sentences which include modal verbs. • To write simple sentences with modal verbs. • To write a series of paragraphs which include appropriate modal verbs. • To improve my work by evaluating the use of modal verbs. 	<ul style="list-style-type: none"> • To recap what each of the above pieces of punctuation are used for. • To identify and explain the use of each piece of punctuation in a text. • To understand the three different sentence types. • To write simple, compound and complex sentences. • To know the difference between apostrophes for omission and possession. • To understand that commas cannot join two independent clauses. • To write using all pieces of above punctuation accurately. 	<ul style="list-style-type: none"> • To know that pronouns are used to avoid repetition and that there are different types. • To know the three main tenses and be able to identify these. • To identify and add in pronouns in a piece of writing. • To recap progressive and perfect tense and what this includes. • To identify the pronouns and tense which are going to be used in my writing at the planning stage. • To write a narrative which has a consistent use of pronouns and tenses.

Core Text Types for **Autumn** (further text outcomes can also be completed)

Autumn 1		Autumn 2	
Novel: Jemmy Button	Poem: I Wandered Lonely as a Cloud	Novel: Street Child	Poem: London
Key Writing Outcome: Narrative	Key Grammar Focus: <ul style="list-style-type: none"> To write using all pieces of above punctuation accurately (full stops, capitals exclamation marks, question marks, commas, inverted commas and apostrophes). To write a narrative which has a consistent use of pronouns and tenses. 	Key Writing Outcome: Persuasive Speech	Key Grammar Focus: <ul style="list-style-type: none"> To write a series of paragraphs which include appropriate modal verbs. To write a narrative which has a consistent use of pronouns and tenses.
Key Writing Outcome: Formal / Informal Letters	Key Grammar Focus: <ul style="list-style-type: none"> To decide upon the level of formality for a piece of writing and to include appropriate vocabulary and question tags if appropriate. Know how to use expanded noun phrases which include adjectives and prepositional phrases 	Key Writing Outcome: Non-chronological report	Key Grammar Focus: <ul style="list-style-type: none"> To write coherent and correctly punctuated information using an appropriate layout device. To write using all pieces of above punctuation accurately (full stops, capitals exclamation marks, question marks, commas, inverted commas and apostrophes).

Ongoing Objectives

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

Proof-read for spelling errors linked to spelling statements for year 6

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) Consider alternative ways to create outcome Check for understanding Pre-teach vocabulary or content 	<ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English 				
<p>📌 Listening: Can lead complex discussions, infer meaning, and understand different perspectives.</p> <p>Responding: Uses varied, technical vocabulary, responds appropriately to tone, and responds with reasoning.</p> <p>Interaction with Adults: Can engage in more formal discussions and express independent ideas.</p> <p>Interaction with Peers: Shows increasing empathy, adapts responses and challenges based on context, and understands conversational cues.</p>	<p>📌 Questioning Style: Thoughtful, analytical questions exploring multiple perspectives.</p> <p>Purpose: Evaluates information critically and independently.</p> <p>Support Needed: Opportunities for independent inquiry, open-ended research tasks, and discussion-based learning.</p>	<p>📌 Synonyms & Nuance: Exploring how words convey different shades of meaning.</p> <p>Figurative Language: Consolidate use of metaphors, similes, and idioms.</p> <p>Academic Vocabulary: Learning precise words used in formal writing.</p> <p>Independent Research: Independent word exploration through reading, writing, and discussion.</p>	<p>📌 Advanced Fluency: Speaks confidently and fluently with a strong grasp of Standard English in a range of settings.</p> <p>Formal vs Informal Language: Can adapt speech for different audiences and purposes.</p> <p>Articulation & Persuasive Speaking: Expresses opinions (even when in character) clearly with varied intonation and emphasis.</p> <p>Precision in Grammar: Uses correct tense and sentence structure naturally in spoken English.</p>	<p>Knowledge - Teaching</p> <p>Physical: Consciously adapt tone, pace and volume within a single situation.</p> <p>Linguistic: Comfortable using informal expressions or idioms.</p> <p>Cognitive: Respond to questions, using examples if necessary.</p> <p>Social & Emotional: Read a room and take action accordingly e.g. using humour, moving on, stopping to take questions.</p>

Assessment Support

Year Group: 6	What This Will Look Like in an 'On Track' Child		
<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Complex sentences	Can identify them with help. Beginning to write them but with errors.	Still may require help to identify specific parts of the sentence i.e. subordinating conjunction. Beginning to write independently but may miss commas.	Able to identify them accurately and discuss the different parts of the sentence i.e. main clause vs subordinate clause. Writing them with accuracy but may need reminders.
Use a range of ambitious vocabulary – verb choice for cohesion and accuracy is very important when teaching this.	Using a thesaurus, children will begin to use vocabulary but it may not fit within the context or formality of the writing, especially when selecting appropriate verbs.	Begin to select more appropriate vocabulary but with some errors, both within context and formality.	Using vocabulary with accuracy most of the time. There will still be errors but these are more likely to be verb forms that do not match the context.
Using a range of punctuation	Begin to recognise semi-colons and colons with support.	Have some knowledge of where to use semi-colons and colons and being to experiment with these within writing – there will be errors.	Use colons and semi-colons within writing, although these may not be accurate. Be able to identify them in specific questions, especially for more simple use i.e. a grammar paper discussing colons to introduce a list.
Precis punctuation, for example commas	Use commas in explicit grammar sessions with some accuracy.	Use commas sometimes accurately in their own work. They can identify where to put commas with support.	Use commas mostly accurately for clarity and relative clauses. They may still require some help to identify where missing commas are.
Dialogue	With support, can use speech marks to embed direct speech in explicit grammar sessions.	In their own writing, they will embed speech with some errors. This may include missing commas and punctuation in the wrong place.	Using speech in their own writing to move the action forward – there still may be inaccuracies in the punctuation but these can be identified with peer/adult support.
Cohesion across pieces of writing. This may include a feature such as pronouns to avoid repetition	Children able to use and identify pronouns in grammar activities with support.	Able to apply pronouns to their writing but will require support for clarity.	Independently identifying and using pronouns. However, there may still be some inaccuracies when it comes to clarity.
Linking across paragraphs	Begin to use some basic cohesive devices, such as adverbial phrases for time.	Using cohesive devices to link paragraphs with some accuracy and consistency. There may still be errors and trying more complex cohesive devices: the weather would be an example of this.	Linking across paragraphs successfully and there may a “golden thread” that runs through the piece, however this may not be sustained in longer pieces of writing.
Formality	To know the difference between formal and informal in taught sessions.	Write formally and informally with support. There may be some slips in formality, especially in formal writing. However, they should be able to identify these errors upon reflection/when editing.	Independently choose the correct formality for the piece of writing. They are able to select some appropriate features.
Spelling pattern	Spell many Year 3/4 words and some Year 5/6 words (with some inaccuracies) in their work. 8/20 in SAT's practise paper.	Spell most Year 3/4 words and many Year 5/6 words from the word mat and use them independently. 11/20 in SAT's practise paper.	Spell most Year 5/6 words accurately in their work. This can be supported with the use of dictionaries, word mats and thesauruses. 14-15/20 in SAT's practise paper.

Working at the Expected Standard	
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<ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere 	<ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing
<ul style="list-style-type: none"> • integrate dialogue in narratives to convey character and advance the action 	<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
<ul style="list-style-type: none"> • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 	<ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed. 	
Working at Greater Depth	
<ul style="list-style-type: none"> • 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 (e.g. literary language, characterisation, structure) 	<ul style="list-style-type: none"> • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
<ul style="list-style-type: none"> • distinguish between the language of speech and writing³ and choose the appropriate register 	<ul style="list-style-type: none"> • 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.

Key National Curriculum Objectives for **Spring**

<p>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colons to introduce a list</p>	<p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form</p>	<p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</p>	<p>(Y4) Integrate dialogue to convey character and advance the action</p>	<p>Distinguish between the language of speech and writing and choosing the appropriate register. Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>(Y5 obj) Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, as well as other subordinate clauses</p>
<ul style="list-style-type: none"> • To know what an independent clause is and what it contains. • To know that you cannot connect independent clauses with a comma. • To know what a colon, semi-colon and dash looks like. • To know how these pieces of punctuation can be used and how they differ from each other. • To understand that a semi-colon is more formal than a dash. • To be able to insert the correct piece of punctuation in a piece of writing for an agreed purpose. • To know how to write using a semi- 	<ul style="list-style-type: none"> • To understand that a hyphen joins words together. • To know the difference between a hyphen and a dash. • To identify how a hyphen has been used in writing to avoid ambiguity. • To select words at the planning stage which would require a hyphen. • To use a hyphen accurately within writing. 	<ul style="list-style-type: none"> • To know what the subjunctive is. • To identify the subjunctive in a text. • To add in the subjunctive. • To know that the subjunctive is formal and which text types would be appropriate. • To plan in opportunities to use the subjunctive in formal writing. • To be able to write using the subjunctive. 	<ul style="list-style-type: none"> • To know a simple sentence must have a subject, verb and object. • To be able to identify these in a sentence. • To know that in an active sentence the subject is doing the verb. • To know in a passive sentence the object is having the verb enacted upon it by the subject. • To say whether a sentence is written in active or passive. • To be able to write sentences in each form. • To know that passive is more formal. • To be able to plan in opportunities to use the active and passive for effect. • To be able to write in the passive voice. 	<ul style="list-style-type: none"> • To know and identify the difference between direct speech and how this is different to indirect speech • To know that sentences within speech start with a capital letter and the punctuation at the end is included in the inverted commas. • To be able to add in the correct punctuation for speech. • To be able to punctuate speech when the reported clause is in the middle of the sentence. • To be able to write individual sentences with 	<ul style="list-style-type: none"> • To revisit the formality continuum. • To identify whether a piece of writing is formal or informal and use evidence from the text to enforce this opinion (vocabulary, voice, punctuation etc) • To understand that there is a different way to write than speak. • To be able to change spoken language into formal writing. • To be able to decide upon the register for a piece of writing and keep this consistent throughout. 	<ul style="list-style-type: none"> • To recap knowledge of relative pronouns and what a clause is. • To be able to identify relative clauses and subordinating conjunctions in writing. • To know that these are complex sentences and how this differs from compound and simple. • To know that you can move the position of a subordinate clause in a sentence for impact. • To be able to write sentences which include a relative clause or a subordinate clause. • To plan in opportunities to use a relative clause and subordinate clauses.

colon, colon and dash.				<p>direct speech which are punctuated correctly.</p> <ul style="list-style-type: none"> To know and identify how dialogue can progress a plot. To integrate dialogue in narratives to convey character and advance the action. 	<ul style="list-style-type: none"> To write using a range of clause structures. To be able to edit and improve work to ensure it demonstrates a wide range of sentence types.
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Core Text Types for **Spring** (further text outcomes can also be completed)

Spring 1		Spring 2	
Novel: The Song Walker	Poem: My Country	Novel: Non-fiction	Poem: The Tyger
Key Writing Outcome: Narrative	Key Grammar Focus: <ul style="list-style-type: none"> To integrate dialogue in narratives to convey character and advance the action. To know how to write using a semi-colon, colon and dash. 	Key Writing Outcome: Newspaper	Key Grammar Focus: <ul style="list-style-type: none"> To be able to write in the passive voice. To write using a range of clause structures.
Key Writing Outcome: Persuasive Leaflet	Key Grammar Focus: <ul style="list-style-type: none"> To be able to write using the subjunctive. To be able to decide upon the register for a piece of writing and keep this consistent throughout. 	Key Writing Outcome: Narrative	Key Grammar Focus: <ul style="list-style-type: none"> To use a hyphen accurately within writing. To write using a range of clause structures.

Ongoing Objectives

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

Proof-read for spelling errors linked to spelling statements for year 6

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) Consider alternative ways to create outcome 	<ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning.

- Check for understanding
- Pre-teach vocabulary or content

Y6 Spring

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others 				
<p>📌 Building Persuasive Arguments: Uses more advanced/technical vocabulary and logical reasoning.</p> <p>Using Evidence and References: Incorporates facts, texts, or learned information to justify viewpoints.</p> <p>Understanding Nuance: Recognises that opinions can be influenced by different factors and adjusts responses accordingly.</p>	<p>📌 Sustained Engagement: Maintains focus in longer conversations in a range of settings.</p> <p>Expressing Views Confidently: Independently articulates ideas with supporting evidence.</p> <p>Respectful Exchanges: Challenges ideas respectfully while staying on topic.</p> <p>Leading and Initiating Discussion: Can initiate conversations, guide discussions, and keep conversations meaningful.</p>	<p>📌 Discussions: Expresses opinions with confidence and listens critically, constructing a response to other people’s input.</p> <p>Presentations: Uses formal structure, tone, and eye contact.</p> <p>Performances & Role Play: Uses advanced techniques like character development.</p> <p>Improvisations: Can create spontaneous scenes with depth and creativity.</p> <p>Debates: Presents arguments with evidence and counters opposing viewpoints.</p>	<p>📌 Critical Thinking & Analysis: Considers multiple perspectives and evaluates their validity. Is able to bring in other areas of the curriculum or previous learning to reinforce a point.</p> <p>Building on Contributions: Responds thoughtfully, respectfully and can challenge ideas with increased maturity.</p> <p>Structured Argumentation: Is able to take various viewpoints regardless of whether this is in-line with their personal beliefs and give evidence and reasons to back these up.</p>	<p>Knowledge - Persuasive Speech/Pitch</p> <p>Physical: Speaking with fluency and prosody, thinking about ‘stage presence’.</p> <p>Linguistic: Vary sentence structures when speaking.</p> <p>Cognitive: Construction of complex ideas and detailed arguments.</p> <p>Social & Emotional: Read a room and take action accordingly e.g. using humour, moving on, stopping to take questions.</p> <p>Skills: To be able to delivers persuasive pitch to an audience, being intentional with the choice of content in relation to the audience.</p>

Assessment Support

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<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Complex sentences	Can identify them with help. Beginning to write them but with errors.	Still may require help to identify specific parts of the sentence i.e. subordinating conjunction. Beginning to write independently but may miss commas.	Able to identify them accurately and discuss the different parts of the sentence i.e. main clause vs subordinate clause. Writing them with accuracy but may need reminders.
Use a range of ambitious vocabulary – verb choice for cohesion and accuracy is very important when teaching this.	Using a thesaurus, children will begin to use vocabulary but it may not fit within the context or formality of the writing, especially when selecting appropriate verbs.	Begin to select more appropriate vocabulary but with some errors, both within context and formality.	Using vocabulary with accuracy most of the time. There will still be errors but these are more likely to be verb forms that do not match the context.
Using a range of punctuation	Begin to recognise semi-colons and colons with support.	Have some knowledge of where to use semi-colons and colons and being to experiment with these within writing – there will be errors.	Use colons and semi-colons within writing, although these may not be accurate. Be able to identify them in specific questions, especially for more simple use i.e. a grammar paper discussing colons to introduce a list.
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Formality	To know the difference between formal and informal in taught sessions.	Write formally and informally with support. There may be some slips in formality, especially in formal writing. However, they should be able to identify these errors upon reflection/when editing.	Independently choose the correct formality for the piece of writing. They are able to select some appropriate features.
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Key National Curriculum Objectives for **Summer**

Draft and write by linking ideas within and across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis or adverbials	Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colons to introduce a list and semi-colons within lists	To use a variety of punctuation to indicate parenthesis. (Y5) Use brackets, dashes or commas to indicate parenthesis	To use the correct tense consistently and to use the perfect form of verbs to mark relationships of time and cause	Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens and commas	Use expanded noun phrases to convey complicated information concisely
<ul style="list-style-type: none"> To recap what the purpose of a paragraph is and the times when writing moves to the next paragraph. Highlight in a text how devices such as repetition, adverbials (for time, place, sequence), pronouns and vocabulary brings cohesion across paragraphs. Insert adverbials into a text to aid cohesion. To know and use temporal and causal conjunctions. To highlight during the planning phase how each paragraph is going to connect to the next. To proofread and edit work to increase cohesion across paragraphs. To be able to write longer pieces where 	<ul style="list-style-type: none"> To recap how to use a colon, semi-colon and dash, including the different ways these can be used and how the punctuation differs from each other. To know that a semi-colon is used to join independent clauses. To know that a semi colon can also be used in an expanded list. To understand what makes an expanded list and how this relates to expanded noun phrases. To be able to insert semi-colons in an expanded list. To be able to use semi-colons, colons and dashes within writing and a semi-colon within an expanded list. 	<ul style="list-style-type: none"> To recap understanding of parenthesis. To recap understanding of brackets, dashes and commas. To identify parenthesis in a text. To understand that commas are more formal than brackets and dashes. To understand that a sentence should make sense without the parenthesis and be able to identify when parenthesis has been used incorrectly. To identify at the planning stage opportunities for parenthesis in writing. To be able to use a variety of punctuation for parenthesis. 	<ul style="list-style-type: none"> To recap understanding of the three simple main tense types. To recap understanding of the perfect and progressive tenses. To be able to articulate which tense is being used in a piece of writing. To identify how the perfect form can show time and cause. To be able to write individual sentences in a wide range of tense types. To be able to edit a piece of writing by ensuring the tense is consistent. To be able to manipulate and control tenses within a piece of writing. 	<ul style="list-style-type: none"> To recap KS2 punctuation types. To correct longer pieces of writing regarding punctuation use. To compare and contrast punctuation for different levels of formality and for different contexts, i.e. non-fiction. To be able to identify errors in other's work. To be able to identify and correct punctuation errors in my own work. 	<ul style="list-style-type: none"> To recap what an expanded noun phrase contains. To discuss how expanded noun phrases can add more detail but an excessive amount of detail can make writing hard to follow. To identify concise expanded noun phrases. To generate ambitious vocabulary for a given purpose. To understand what imagery is. To be able to use expanded noun phrases for impact.

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Core Text Types for **Summer** (further text outcomes can also be completed)

Summer 1		Summer 2	
Novel: Private Peaceful	Poem: In Flanders Field , Does it Matter , The Soldier	Novel: Trash	Poem: Macavity – The Mystery Cat
Key Writing Outcome: Diary	Key Grammar Focus: <ul style="list-style-type: none"> To be able to use a variety of punctuation for parenthesis. To be able to edit a piece of writing by ensuring the tense is consistent. 	Key Writing Outcome: Instructions	Key Grammar Focus: <ul style="list-style-type: none"> To be able to use semi-colons, colons and dashes within writing and a semi-colon within an expanded list. To be able to use a variety of punctuation for parenthesis.
Key Writing Outcome: Narrative including the use of poetry	Key Grammar Focus: <ul style="list-style-type: none"> To be able to use expanded noun phrases for impact. 	Key Writing Outcome: Narrative	Key Grammar Focus: <ul style="list-style-type: none"> To be able to write longer pieces where there are cohesive devices used. To be able to identify and correct punctuation errors in my own work.

Ongoing Objectives

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

Proof-read for spelling errors linked to spelling statements for year 6

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) Consider alternative ways to create outcome Check for understanding Pre-teach vocabulary or content 	<ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication • select and use appropriate registers for effective communication 				
<p>☒ Sophisticated Descriptions: Confidently uses figurative language (e.g., metaphors, similes) for impact.</p> <p>Complex Explanations: Justifies opinions with reasoning and evidence.</p> <p>Narrative Development: Writes and speaks with structure, purpose, and engagement across different genres (e.g., persuasive writing, formal explanations, personal reflections)</p>	<p>☒ Critical Speculation & Hypothesising: Applies reasoning to predictions and arguments across curriculum areas.</p> <p>Exploring Abstract Ideas: Uses conversation to examine complex concepts, theories, and perspectives.</p> <p>Developing Debate & Persuasion Skills: Can discuss ideas confidently and justify views with evidence.</p>	<p>☒ Gaining Interest: Varying sentence lengths and types for effect.</p> <p>Maintaining Engagement: Can use gestures, pauses, and varied pitch for effect which is more natural and contributes to ‘stage presence’.</p> <p>Monitoring Listener Response: Reads audience non-verbal cues and adapts speech accordingly (e.g., slowing down or clarifying).</p>	<p>☒ Mastering Formal vs Informal Registers: Can confidently switch between casual conversation and formal speech. Has own style of register.</p> <p>Speaking for Different Purposes: Can adjust tone, pitch and volume during a presentation in order to maintain the attention of the audience.</p> <p>Using Nuanced Language: Selects vocabulary appropriate for audience and subject matter (e.g., persuasive vs academic speech) and considers how pitch and volume should be used to enhance meaning.</p>	<p>Knowledge - Teaching</p> <p>Physical: Consciously adapt tone, pace and volume within a single situation.</p> <p>Linguistic: Comfortable using informal expressions or idioms.</p> <p>Cognitive: Respond to questions, using examples if necessary.</p> <p>Social & Emotional: Read a room and take action accordingly e.g. using humour, moving on, stopping to take questions.</p>

Assessment Support

Year Group: 6	What This Will Look Like in an 'On Track' Child		
<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Complex sentences	Can identify them with help. Beginning to write them but with errors.	Still may require help to identify specific parts of the sentence i.e. subordinating conjunction. Beginning to write independently but may miss commas.	Able to identify them accurately and discuss the different parts of the sentence i.e. main clause vs subordinate clause. Writing them with accuracy but may need reminders.
Use a range of ambitious vocabulary – verb choice for cohesion and accuracy is very important when teaching this.	Using a thesaurus, children will begin to use vocabulary but it may not fit within the context or formality of the writing, especially when selecting appropriate verbs.	Begin to select more appropriate vocabulary but with some errors, both within context and formality.	Using vocabulary with accuracy most of the time. There will still be errors but these are more likely to be verb forms that do not match the context.
Using a range of punctuation	Begin to recognise semi-colons and colons with support.	Have some knowledge of where to use semi-colons and colons and being to experiment with these within writing – there will be errors.	Use colons and semi-colons within writing, although these may not be accurate. Be able to identify them in specific questions, especially for more simple use i.e. a grammar paper discussing colons to introduce a list.
Precis punctuation, for example commas	Use commas in explicit grammar sessions with some accuracy.	Use commas sometimes accurately in their own work. They can identify where to put commas with support.	Use commas mostly accurately for clarity and relative clauses. They may still require some help to identify where missing commas are.
Dialogue	With support, can use speech marks to embed direct speech in explicit grammar sessions.	In their own writing, they will embed speech with some errors. This may include missing commas and punctuation in the wrong place.	Using speech in their own writing to move the action forward – there still may be inaccuracies in the punctuation but these can be identified with peer/adult support.
Cohesion across pieces of writing. This may include a feature such as pronouns to avoid repetition	Children able to use and identify pronouns in grammar activities with support.	Able to apply pronouns to their writing but will require support for clarity.	Independently identifying and using pronouns. However, there may still be some inaccuracies when it comes to clarity.
Linking across paragraphs	Begin to use some basic cohesive devices, such as adverbial phrases for time.	Using cohesive devices to link paragraphs with some accuracy and consistency. There may still be errors and trying more complex cohesive devices: the weather would be an example of this.	Linking across paragraphs successfully and there may a “golden thread” that runs through the piece, however this may not be sustained in longer pieces of writing.
Formality	To know the difference between formal and informal in taught sessions.	Write formally and informally with support. There may be some slips in formality, especially in formal writing. However, they should be able to identify these errors upon reflection/when editing.	Independently choose the correct formality for the piece of writing. They are able to select some appropriate features.
Spelling pattern	Spell many Year 3/4 words and some Year 5/6 words (with some inaccuracies) in their work. 8/20 in SAT's practise paper.	Spell most Year 3/4 words and many Year 5/6 words from the word mat and use them independently. 11/20 in SAT's practise paper.	Spell most Year 5/6 words accurately in their work. This can be supported with the use of dictionaries, word mats and thesauruses. 14-15/20 in SAT's practise paper.