

NC2014 WRITING LIST

OBJECTIVES and CHILD SPEAK TARGETS

WRITING Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y6	Transcription			
KS 2 Y6	Transcription	[EXS] Use further prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Correctly apply in a range of contexts more prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>	<i>I use and apply prefixes and suffixes using the rules we have worked on in class.</i>
KS 2 Y6	Transcription	[EXS] Spell some words with 'silent' letters [for example, knight, psalm, solemn]. ↳ GD objective: Independently spell more words with 'silent' letters [for example: knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>	<i>I can spell more words that include silent letters independently, such as knight, psalm and solemn.</i>
KS 2 Y6	Transcription	[EXS] Continue to distinguish between homophones and other words which are often confused. ↳ GD objective: Confidently distinguishes between a range of homophones and other words which are often confused.	<i>I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>	<i>I know a range of words that sound the same but are spelled differently and can confidently point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
KS 2 Y6	Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. ↳ GD objective: Use knowledge of morphology and etymology in spelling and understand that the spelling of a wider range of words needs to be learnt specifically, as listed in English Appendix 1.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>	<i>I confidently apply the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
KS 2 Y6	Transcription	[KEY] Use dictionaries to check the spelling and meaning of words. ↳ GD objective: Use dictionaries accurately and independently to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>	<i>I use a dictionary accurately to check how words are spelled and what words mean.</i>
KS 2 Y6	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>	<i>I use the first four letters of a word to quickly find it in a dictionary independently</i>
KS 2 Y6	Transcription	Use a thesaurus.	<i>I use a thesaurus to improve my vocabulary use,</i>	<i>I use a thesaurus to confidently improve my vocabulary use, using a wider set of different words</i>

		↳ GD objective: Confidently use a thesaurus in a range of contexts.	<i>using a wider set of different words in my text.</i>	<i>in my text.</i>
KS 2 Y6	Handwriting			
KS 2 Y6	Handwriting	[EXS] Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. ↳ GD objective: Write legibly, fluently and with speed by confidently choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>	<i>I make sure others can read my handwriting and confidently decide whether or not to join specific letters.</i>
KS 2 Y6	Handwriting	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with speed by consistently choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>	<i>I consistently choose the writing tool that is best suited for a task.</i>
KS 2 Y6	Composition			
KS 2 Y6	Composition	[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by accurately identifying the audience for and purpose of the writing, independently selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>	<i>I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.</i>
KS 2 Y6	Composition	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by independently noting and developing initial ideas, drawing on reading and research where necessary in a range of contexts.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>	<i>I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
KS 2 Y6	Composition	Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. ↳ GD objective: Plan their writing by considering in depth how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>	<i>I plan my writing by considering in detail how other authors have developed characters and settings.</i>
KS 2 Y6	Composition	[EXS] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write in a range of contexts by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>	<i>I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>	<i>I review my work to creatively describe and develop settings, characters and the narrative atmosphere.</i>

		↳ GD objective: Draft and write by creatively describing settings, characters and atmosphere and integrating appropriate dialogue to convey key character elements and advance the action in narratives.		
KS 2 Y6	Composition	Draft and write by precisising longer passages. ↳ GD objective: Draft and write by independently precisising longer passages across a range of subjects.	<i>I can precis a longer passage to create a short text with the same meaning.</i>	<i>I can precis a longer passage independently to create a short text with the same meaning.</i>
KS 2 Y6	Composition	[EXS] Draft and write by using a wide range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by confidently applying a wider range of devices to build cohesion within and across paragraphs in a range of contexts.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>	<i>I confidently apply a wider range of themes and details across my texts to help link paragraphs together into a flow of text.</i>
KS 2 Y6	Composition	[KEY] Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. ↳ GD objective: Draft and write by independently applying further organisational and presentational devices to structure text and to guide the reader [for example: headings, bullet points, underlining] in a range of contexts.	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>	<i>I apply headings, bullet points and underlining independently to structure and guide a reader through my writing.</i>
KS 2 Y6	Composition	Evaluate and edit by assessing the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by confidently assessing the effectiveness of their own and others' writing in a range of contexts.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>	<i>I confidently evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
KS 2 Y6	Composition	[EXS] Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ↳ GD objective: Evaluate and edit by independently proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in a range of contexts.	<i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i>	<i>I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
KS 2 Y6	Composition	[KEY] Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by always ensuring the consistent and correct use of tense throughout a piece of writing in a range of contexts.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>	<i>I always ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
KS 2 Y6	Composition	[EXS] Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by independently ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register in a range of contexts.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>	<i>I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>

KS 2 Y6	Composition	[KEY] Proof-read for spelling and punctuation errors. ↳ GD objective: Accurately proof-read for spelling and punctuation errors in a range of contexts.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>	<i>I accurately proof-read my work to correct spelling and punctuation mistakes.</i>
KS 2 Y6	Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>	<i>I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
KS 2 Y6	Vocabulary Grammar Punctuation			
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] Indicate grammatical and other features by using hyphens to avoid ambiguity. ↳ GD objective: Indicate grammatical and other features by using hyphens confidently to avoid ambiguity.	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>	<i>I use hyphens confidently to ensure the reader understands exactly what I mean. For example- man eating shark is not the same as man-eating shark.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by recognising and applying a wider range vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	<i>I can write out formal speech or texts using appropriate vocabulary.</i>	<i>I can write out formal speech or texts applying a wider range of appropriate vocabulary.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using a range of passive verbs to affect the presentation of information in a sentence in a range of contexts.	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>	<i>I independently use a range of passive verbs to affect the focus of information in a sentence - for example: I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. ↳ GD objective: Use and apply grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example: big, large, little] and choose the most appropriate alternative for effect.	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>	<i>I know many words have similar meanings (synonyms) and others have opposite meanings (antonyms) and I choose the most suitable word for its effect.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] Use grammatical terminology for Year 6 linking 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. ↳ GD objective: Use and apply grammatical terminology for Year 6 independently linking ideas across fluently paragraphs using a wider	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>	<i>I independently link ideas fluently across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>

		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.		
KS 2 Y6	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. ↳ GD objective: Independently use and apply grammatical terminology for Year 6 understanding layout devices [for example: headings, sub-headings, columns, bullets, or tables, to structure text] across a range of styles and subjects.	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables independently across a range of styles and subjects.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses. ↳ GD objective: Indicate grammatical and other features by confidently using semi-colons, colons or dashes to mark boundaries between independent clauses.	<i>I mark out separate clauses in a sentence by using a semi-colon or colon.</i>	<i>I can confidently mark out separate clauses in a sentence by using a semi-colon or colon.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by using a colon to introduce a list. ↳ GD objective: Indicate grammatical and other features by independently using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>	<i>Independently, I use a colon to indicate the beginning of a list</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by punctuating bullet points consistently. ↳ GD objective: Indicate grammatical and other features by independently punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>	<i>Independently, I use bullet points accurately when constructing a list.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading. ↳ GD objective: Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading at a greater depth.	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>	<i>I can talk about my work using the learning from my Year 6 grammar list in greater depth.</i>