

## Medium term plan for Writing



Year 6	Objectives to be simmering throughout the year.
	<ul style="list-style-type: none"><li>• Using paragraphs to organise ideas around a theme.</li><li>• Select appropriate vocabulary to describe a setting.</li><li>• Select appropriate vocabulary to describe a character.</li><li>• Select appropriate vocabulary to build atmosphere.</li><li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>• Use their knowledge of grammar and language effects to help them look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in their own and others' writing.</li><li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li><li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (e.g. the child edits the determiners and pronouns in their text to distinguish between first and subsequent references: "... At the end of the island, I found a small stone hut. Entering the hut cautiously, I found it to be deserted.")</li><li>• Using a range of both coordinating and subordinating conjunctions (whilst, until, despite).</li><li>• Using modal verbs to indicate degrees of possibility.</li><li>• Using different verb forms (perfect and progressive) mostly accurately.</li><li>• Making mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists.</li><li>• Using apostrophes for contraction mostly accurately.</li><li>• Using apostrophes to show possession mostly accurately.</li><li>• Using further prefixes and suffixes accurately (e.g. de-, mis-, over-, re-, and converting nouns or adjectives into verbs using suffixes – ate, -ise, -ify).</li><li>• Spelling words correctly (years 3 and 4).</li><li>• Spelling words correctly (years 5 and 6).</li><li>• Maintaining legibility, fluency and speed in handwriting through choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li></ul>

	Autumn	Spring	Summer
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Noting and developing initial ideas by drawing on previous reading and research.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings, columns, tables.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural.</li> <li>• When writing narratives to consider how authors have developed characters and settings in texts that they have read, listened to or seen performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a wide range of cohesive devices within and across sentences and paragraphs (repetition of a word, pronouns, adverbials, subordinating conjunctions e.g. Eventually we...).</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, recognising the difference between the language of speech and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• Discuss their writing and reading using appropriate grammatical terminology (see English Appendix 2).</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action (e.g. "Haven't you got anything else to do?" Hercules' wife asked. "Now I have," he replied, and ran out of the door.)</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Using stylistic features to support purpose, e.g. formal/informal vocabulary, appropriate use of similes.</li> <li>• Using a wide range of clause structures, sometimes varying their</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting vocabulary and grammatical structures based on the formality required, including distinguishing between the language of speech and writing.</li> <li>• Making some correct use of semi-colons and colons to mark the boundary between independent clauses.</li> <li>• Making correct use of dashes to mark the boundary between clauses.</li> <li>• Making some correct use of hyphens.</li> <li>• Using passive verbs appropriately (e.g. 'The water was drunk by everyone' rather than 'Everyone drank water'.)</li> </ul>	<b>Revisit areas of weakness.</b>

	<p>position within a sentence.</p> <ul style="list-style-type: none"> <li>Using inverted commas and features of direct speech and reported speech accurately.</li> <li>Using commas for clarity.</li> <li>Using punctuation for parenthesis (dashes/brackets/commas) mostly correctly.</li> <li>Using adverbs and preposition phrases effectively to add appropriate detail.</li> <li>Using expanded noun phrases effectively to add appropriate detail, qualification and <b>precision</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Using the subjunctive form of verbs appropriately (e.g. "If the school <b>were</b> to win this prize, we would use the money to buy lots of new books for the library.")</li> <li>Using inverted commas and features of direct and reported speech accurately.</li> <li>Confidently punctuate bullet points consistently.</li> </ul>	
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Spelling some words with 'silent' letters (e.g. psalm, solemn) correctly</li> <li>Understand that the spelling of some words needs to be learnt specifically as they do not follow the rules (see English Appendix 1).</li> <li>Beginning to use knowledge of etymology in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between homophones and other words which are often confused (e.g. advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further and father: a male parent)</li> <li>Use knowledge of morphology and etymology in spelling.</li> </ul>	<p><b>Revisit areas of weakness.</b></p> <ul style="list-style-type: none"> <li>Recognise and adopt the appropriate style and standard of handwriting for a particular task (e.g. using an unjoined style for labelling a diagram or data, writing an email address or for algebra and using capital letters for filling in a form.)</li> </ul>