

# WILLASTON PRIMARY ACADEMY Literacy Objectives – Year 6

<b>CONTEXT</b> <ul style="list-style-type: none"> <li>• Writing for a range of purposes and audiences demonstrates the selection and use of suitable forms with appropriate features</li> <li>• Writing draws from models of similar writing, wider reading and research • Writing for a wider audience includes different forms such as stories, poetry, plays and a range of non-fiction</li> <li>• Discuss written work: using appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)</li> </ul>		<b>Working at greater depth within the expected standard:</b> <p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> <li>• Audience and purpose are adapted and enhanced by the distinctive and independent voice of the writer</li> <li>• An ability to manage shifts in levels of formality by manipulating grammatical structures and by selecting vocabulary precisely</li> <li>• Accurate selection of varied verbs forms for meaning and effect</li> <li>• The full range of punctuation taught at KS2 is used accurately including colons and semi-colons to mark the boundary between independent clauses mostly correctly</li> <li>• Evaluate and edit writing independently showing an awareness of the audience in editing choices made</li> </ul>
<b>Handwriting and presentation</b>	<b>Reading: Word reading and comprehension</b>	<b>Writing: Transcription</b>
<p>Write legibly and fluently when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).</p>	<p>Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.</p> <p>Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.</p> <p>Ask questions to improve understanding of a text</p> <p>Use knowledge of idiom and figurative language to help understand meaning of a text. Discuss and evaluate how authors use figurative language, considering the impact on the reader.</p> <p>Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text.</p> <p>Start to select information independently from more than one source and often summarise it (in speech or note form).</p> <p>Check that text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details</p> <p>Answer questions about similarities and differences between two books on a similar topic.</p> <p>Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied</p>	<p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 and some rules and patterns from appendix 1 for years 5 /6 are accurately applied, including:</p> <p>accurate spelling of some suffixes from appendix 1, years 5 /6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer)</p> <p>accurate spelling of some common homophones and other words which are often confused</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum</p> <p>Use dictionaries to check the spelling and meaning of words. Use the first three/four letters of a word to check spelling/Meaning</p> <p>Use a thesaurus</p>
<b>Grammar, punctuation and Vocabulary</b>		
<p>Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out- all your children and all the children in town will love it!</p> <p>Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas e.g. The house, which stood on the corner of the street, was derelict; The only communication (that) we were allowed to use was eye contact.</p> <p>Varied verb forms used effectively in all written work: progressive, simple past, present, future and perfect form e.g. I have written it down so that we can check what he said. (present perfect)</p> <p>Vocabulary and grammatical choices to suit both formal and informal situations (e.g. the use of question tags: He's your friend isn't he? or the use of subjunctive forms such as If I were you).</p> <p>Modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. Their performance will be cursed; They could clearly see inside; Should I risk it?;We</p>		
		<b>Writing: Composition</b>

<p>won't, but you might; Maybe you could do that.</p> <p>The passive voice to affect the presentation of information e.g. <i>They were nowhere to be seen; It was planted in squelching mud.</i></p> <p>Brackets or commas to indicate parenthesis</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Inverted commas</p> <p>Colons to introduce lists and semi-colons to separate items within lists</p> <p>Colons and semi-colons to mark the boundary between independent clauses e.g. <i>It's raining; I'm fed up</i></p> <p>Dashes to indicate parenthesis</p> <p>Hyphens to avoid ambiguity</p> <p>Consistent punctuation of bullet points</p>	<p>details from the text and their wider reading.</p> <p>Make comparisons within and across books.</p> <p>Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference.</p> <p>Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.</p> <p>Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary).</p> <p>When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.</p> <p>Take part in discussion to explore words with different or similar meanings, based on their reading</p> <p>Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why</p> <p>Identify and discuss themes and conventions in and across two related books they have read</p> <p>Identify how structure and presentation contribute to meaning in an increasing range of text types.</p> <p>Have familiarity with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Read books that are structured in different ways, and read for a range of purposes and identify how language, structure and presentation contribute to meaning.</p> <p>With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.</p> <p>learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.</p>	<p>Plan writing by identifying the audience and purpose of the writing. Develop setting, characters and plot in narrative writing:</p> <p>Use dialogue to advance the action and/ or reveal new information</p> <p>Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel</p> <p>Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others</p> <p>Make appropriate choices of grammar and vocabulary: To clarify and enhance meaning and to reflect the level of formality required</p> <p>Use a dictionary and thesaurus to check word meaning and appropriateness</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth</p> <p>Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)</p> <p>Précis longer passages appropriately</p> <p>Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader</p> <p>Use appropriate choice of tense to support whole text cohesion and coherence.</p> <p>Evaluate and edit Summarise longer passages to clarify and enhance meaning</p> <p>Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject-verb agreement and register, to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>
--	---	--

Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it

Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.

Provide reasoned justifications for their views

Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author