

## ST. JOHN BOSCO RC PRIMARY SCHOOL

	Writing KPI's Year Group: 6						
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2 <sup>nd</sup> Half	1st Half	2 <sup>nd</sup> Half	
Fiction	<ul> <li>Integrate dialogue in narrative to convey character and advance the action</li> <li>Draw on their knowledge of etymology and morphology to support spelling</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul>	<ul> <li>Describe settings and characters building a distinct atmosphere</li> <li>Draw on their knowledge of etymology and morphology to support spelling</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul>	<ul> <li>In narratives, describe settings, character and atmosphere</li> <li>Use the range of punctuation taught at KS2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul> <li>Use the range of punctuation taught at KS2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul> <li>In narratives, describe settings, character a atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Write effectively for a range or purposes</li> </ul>		
GDS	<ul> <li>Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Consciously control the structure of sentences</li> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Evaluate, draft and re-draft</li> </ul>		<ul> <li>Use a non-linear structure to show assured and conscious control of formality for different shifts of time</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</li> </ul>	<ul> <li>Independently choose vocabulary and language features appropriately for the style and tone of the text</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</li> </ul>	models for their own w Distinguish between the writing and choose the Exercise an assured and levels of formality, part manipulating grammar this Use a range of punctual correctly and, when ne	e appropriate form and y on what they have read as writing he language of speech and e appropriate register ad conscious control over tricularly through and vocabulary to achieve ation taught at KS2	



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Non-Fiction	<ul> <li>Write a recount on a specific form with a clear audience ensuring formality is appropriate</li> <li>Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</li> <li>Write effectively for each purpose and selected audience, showing good awareness of the reader</li> <li>Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</li> <li>Draw on their knowledge of etymology and morphology to support spelling</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul>	<ul> <li>Write a report with a distinct form and specific audience (e.g. web page), selecting correct vocabulary and grammatical structures that reflect the level of formality required, e.g. web page</li> <li>Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</li> <li>Write effectively for each purpose and selected audience, showing good awareness of the reader</li> <li>Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</li> <li>Draw on their knowledge of etymology and morphology to support spelling</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul>	<ul> <li>Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</li> <li>Use the range of punctuation taught at KS2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul> <li>Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</li> <li>Use the range of punctuation taught at KS2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul> <li>Use the range of punctorrectly</li> <li>Use a range of devices conjunctions, adverbid synonyms) within and reflect what the writin appropriately vocabula</li> <li>Spell correctly most whist and use a dictionar uncommon and more</li> <li>Maintain legibility in just at speed</li> </ul>	s to build cohesion als of time and place across paragraphs grammatical struct g requires, doing the ary rords from the Year ty to check the spe- ambitious	(e.g. ce, pronouns, cures that his mostly r 5/6 spelling lling of



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GDS	<ul> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning avoid ambiguity</li> <li>Evaluate, draft and re-draft</li> </ul>	awareness of how language changes  Choose to combine differe language features for effec  Use the range of punctuati	and specific purpose on taught at KS2 correctly and enctuation to enhance meaning effectiveness of writing	<ul> <li>independently on what their own writing</li> <li>Distinguish between twriting and choose th</li> <li>Exercise an assured at of formality, particula grammar and vocabul</li> <li>Use a range of punctor</li> </ul>	the appropriate form and drawing at they have read as models for the language of speech and appropriate register appropriate register and conscious control over levels rly through manipulating lary to achieve this lation taught at KS2 correctly use such punctuation precisely to		
Poetry	•	writing  Spell correctly most words and use a dictionary to che more ambitious vocabulary  Select vocabulary and gran what the writing requires, o vocabulary	y and correctly throughout their from the Year 5/6 spelling list ck the spelling of uncommon or	<ul> <li>Use the range of punctorrectly</li> <li>Use a range of devices conjunctions, adverbing synonyms) within and select vocabulary and reflect what the writin appropriately vocabul</li> <li>Spell correctly most what is and use a dictionation uncommon and more</li> </ul>	s to build cohesion (e.g. als of time and place, pronouns, l across paragraphs grammatical structures that ag requires, doing this mostly ary words from the Year 5/6 spelling ry to check the spelling of		
GDS	<ul> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning avoid ambiguity</li> <li>Evaluate, draft and re-draft</li> </ul>			<ul> <li>Write effectively for audiences, selecting the independently on what their own writing</li> <li>Distinguish between the writing and choose the Exercise an assured and of formality, particulate grammar and vocabul</li> <li>Use a range of punctor</li> </ul>	the appropriate form and drawing at they have read as models for the language of speech and appropriate register appropriate register and conscious control over levels rly through manipulating lary to achieve this lation taught at KS2 correctly use such punctuation precisely to		