ST. JOHN BOSCO RC PRIMARY SCHOOL

| Writing KPI's | | | | | | Year Group: | 6 |

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

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

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GDS	▪ Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity ▪ Evaluate, draft and re-draft		▪ Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes ▪ Choose to combine different text types and associated language features for effect and specific purpose ▪ Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity ▪ Independently enhance the effectiveness of writing through reading, evaluating and redrafting		▪ 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 ▪ Distinguish between the language of speech and writing and choose the appropriate register ▪ Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ▪ Use a range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance the meaning and avoid ambiguity	
Poetry	▪		▪ Use the range of punctuation taught at KS2 mostly correctly ▪ Use verb tenses consistently and correctly throughout their writing ▪ 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 ▪ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary ▪ Maintain legibility in joined handwriting when writing at speed		▪ Use the range of punctuation taught at KS2 mostly correctly ▪ Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs ▪ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary ▪ Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon and more ambitious ▪ Maintain legibility in joined handwriting when writing at speed	
GDS	▪ Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity ▪ Evaluate, draft and re-draft		▪ Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity ▪ Independently enhance the effectiveness of writing through reading, evaluating and redrafting		▪ 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 ▪ Distinguish between the language of speech and writing and choose the appropriate register ▪ Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ▪ Use a range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance the meaning and avoid ambiguity	