



Stage 6 -Writing Programme of Study Objectives

Comment

Transcription

- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can continue to distinguish between homophones and other words which are often confused.
- I can use dictionaries to check the spelling and meaning of words.
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

Handwriting

- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Composition

- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- I can make notes and develop initial ideas, drawing on reading and research where necessary
- I can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I can, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- I can summarise longer passages.
- I can use a wide range of devices to build cohesion within and across paragraphs.
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- I can assess the effectiveness of their own and others' writing
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing
- I can ensure correct subject and verb agreement when using singular and plural.
- I can choose the appropriate register to suit my audience.
- I can proof-read for spelling and punctuation errors
- I can perform their own compositions, using appropriate intonation, so that meaning is clear.

Grammar

- I can understand the difference between formal and informal writing, including the use of the subjunctive.
- I know how to use adverbials to build cohesion in a paragraph for time (then, after, later), place (nearby, next to...) and number (secondly).
- I know how to use layout devices such as headings, sub-headings, bullets, and tables to structure text
- I can punctuate bullet points consistently
- I can use a colon to introduce a list.
- I can use relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun
- I can use the perfect form of verbs to mark relationships of time and cause
- I can use a semi colon, colon and dash to mark boundary between independent clauses
- I can use commas to clarify meaning or avoid ambiguity in writing
- I can use brackets, dashes or commas to indicate parenthesis.
- I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- I can use modal verbs (should, will, might) or adverbs (perhaps, surely) to indicate degrees of possibility.
- I can understand and recognise antonyms and synonyms.
- I can use a passive or active voice deliberately.