

Year 6 Long Term Writing Overview

Autumn Phase 1 Targets	Spring and Summer Phase 2 and 3 Targets Keep referring back to Phase 1
<ul style="list-style-type: none"> -Note and develop initial ideas, drawing on reading and research where necessary -Identify the audience for and purpose of the writing -Select the appropriate form and use other similar writing as models for their own -Evaluate and edit by assessing the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision -Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter -Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables -Draft and write by using a wide range of devices to build cohesion within paragraphs -Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis -Use a wide range of clause structures, sometimes varying their position within the sentence -Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken -Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? -Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come -Proof-read for spelling and punctuation errors -Ensure the consistent and correct use of tense throughout a piece of writing -Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -Use correct subject and verb agreement when using singular and plural -Use brackets, dashes or commas to indicate parenthesis -Use a colon to introduce a list and semi-colons within detailed lists -Use semi colons, colons or dashes to mark boundaries between independent clauses -Use hyphens to avoid ambiguity -Recap on relative and demonstrative pronouns -Understand the subjunctive form 	<ul style="list-style-type: none"> -In narratives, describe settings, characters and atmosphere -Integrate dialogue to convey character and advance the action -Use figurative language such as similes, alliteration, metaphors and personification in a range of writing -Select verb forms for meaning and effect e.g. deliberate change of tense -Use the perfect form of verbs to mark relationships of time and cause -Use modal verbs or adverbs to indicate degrees of possibility -Manage shifts in levels of formality within a text -Select synonyms accurately for effect rather than as an alternative for an original word -Punctuate bullet points consistently -Correct use of present, past and future tense to mark relationships of time and cause -Use of passive voice -Use of active voice