

**Cookridge Primary School: Year 6 Objectives - Writing**

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.								
Basic Skills (Fluency) by the end of Year 6:			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1.	Make sure key skills from Year 5 are still being applied before moving on.							
2.	Use spelling patterns and syllables strategies for spelling <b>most</b> words correctly* (years 5 and 6).							
3.	Using capital letters, full stops, question marks, exclamation marks <b>mostly</b> correctly.							
4.	Using commas for lists and apostrophes for contraction correctly.							
5.	Using co-ordinating and subordinating conjunctions.							
6.	The pupil can write for a range of purposes and audiences (including writing a short story).							
7.	Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peer assessment.							
Key Learning for Secure			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Grammar, Punctuation and Spelling	GPS1	Using inverted commas, commas for clarity.						
	GPS2	Punctuation for parenthesis mostly correctly.						
	GPS3	Making some correct use of semi-colons, dashes, colons and hyphens.						
	GPS4	Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.						
	GPS5	Using passive and modal verbs mostly appropriately.						
Handwriting	H1	Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.						
Composition	C1	Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.						
	C2	Using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.						
	C3	Using a wide range of clause structures, sometimes varying their position within the sentence.						
	C4	Creating atmosphere, and integrating dialogue to convey character and advance the action.						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches and then plan, recording ideas.