Year 6 MTP – Writing Objectives (updated February 2025)

	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
	How do volcanoes affect the lives of people in Hiemaey?	World War 2	Crime and Punishment	Rivers	Early Islamic Civilisation
TEXT & GENRE	Kensuke's Kingdom by Michael Morpurgo (story writing – building tension and character description)	Rose Blanche by Ian mcEwan and Roberto Innocenti (retell) A Christmas Carol by Charles Dickens (character description)	Fiction: Macbeth (Collins Big Cat) By Jon Mayhew (diary writing – tension & Discussion – is Macbeth a villain?) Poetry: Act 1 and Scene 1 from Macbeth by William Shakespeare/The Highwayman (re-write as narrative including poetic devices) Non-fiction: ELS books supporting Crime and Punishment (report writing)	Journey to the River Sea by Eva Ibbotson (diary entry)	Non-fiction: ELS books (explanation text)
WRITING COMPOSITION	The following objectives are woven through the 3 phased planning framework…				
	By the end of the year, to be ARE children should be able to: • To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader				
	To write narratives, describe settings, characters and atmosphere	To write narratives, describe settings, characters and atmosphere To integrate dialogue into the narrative to convey character and advance the action	To write narratives, describe settings, characters and atmosphere To use organisation and presentational devices to structure writing and guide the reader. To integrate dialogue into the narrative to convey character and advance the action	To write narratives, describe settings, characters and atmosphere	To use organisation and presentational devices to structure writing and guide the reader.
VOCABULARY & GRAMMAR *these are the end of year objectives – for differentiation, Y5…*	Y4 Recap: word class and fronted adverbials Y5 Recap: relative clauses, formal/informal, imaginative and ambitious vocabulary I can confidently use relative clauses beginning with *who, which, where,*	(retell) I can use the perfect form of verbs to mark relationships of time and cause To use a range of devices to build cohesion within and across (character description) I can use expanded noun phrases to convey	(Story writing – tension & Discussion – is Macbeth a villain?) I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). I can use formal and informal speech accurately in independent writing. To select appropriate vocabulary and grammar to enhance and clarify meaning (re-write as narrative including poetic devices)	(story writing) I can use formal and informal speech accurately in independent writing. I can independently use and apply end of key stage two expectations. To use a range of devices to build cohesion within and across	(explanation text) I can independently use and apply end of key stage two expectations.

	when, whose, that or with an omitted pronoun. I can readily identify and use the passive voice.	complicated information concisely. To select appropriate vocabulary and grammar to enhance and clarify meaning			
PUNCTUATION *these are the end of year objectives – for differentiation, see 2I Steps	<u>Y4 Recap</u>: punctuation for speech, commas after fronted adverbials, commas for clauses. <u>Y5 Recap</u>: I can use **commas**, **brackets** or dashes to clarify meaning or avoid ambiguity.	I can confidently use brackets, dashes or commas to indicate parenthesis. I can use bullet points effectively and consistently. I can use commas to clarify meaning or avoid ambiguity. To use colons, semi-colons and dashes to mark clause boundaries.	I can use ellipses to link ideas between sentences/paragraphs.	I can use bullet points effectively and consistently. To use colons, semi-colons and dashes to mark clause boundaries.
SPELLING & HANDWRITING *these objectives feed into end of year expectations as per 2I Steps	<u>Following Spelling Shed and Nelson's Handwriting</u> <u>Spelling</u> **Term A:** ambitious synonyms, homophones/nr homophones (adjectives ending in -ce/-cy and verbs that end in -se/-sy), adectives eding in -ant into nouns ending in -ance/-ancy, adjectives ending in -ent into nouns ending in -ence/ency, hyphens to join prefix ending in a vowel to a root word beginning with a vowel, hyphens to join compound adjectives to avoid ambiguity. **Term B:** words ending in -able, words ending in ably, word families based on common words showing how words are relared in form and meaning (temp/vary/est/light), creating diminutives using prefixes micro- or mini- Plus... I can use further prefixes and suffixes. I can spell many words with silent letters.	<u>Following Spelling Shed and Nelson's Handwriting</u> <u>Spelling</u> **Term A:** adding suffixes beginning with vowel letters to words nding in -fer, words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions), word families based on common words (mit, inter), stat spelling words. **Term B:** Words with endings which sound like /shuhl/ after a vowel letter, Words with endings which sound like /shuhl/ after a consonant letter, Words with a 'soft c' spelt /ce/, word families based on common words, stat spellings. Plus... I can independently use a dictionary to check the spelling and meaning of words. Handwriting:		<u>Following Spelling Shed and Nelson's Handwriting</u> <u>Spelling</u> **Term A:** word families based on common words, words that can be nouns and verbs, Words with a long /o/ sound spelt 'ou' or 'ow', words ending in ible, words ending in ibly. **Term B:** Synonyms and antonyms. Plus... I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary. I can choose to use a thesaurus to define words and collect a variety of words to support writing. Handwriting: I can choose an appropriate handwriting style for a particular task.

	I can always distinguish between more complex homophones. **Handwriting:** I can always write legibly and fluently and within increasing speed.	I can choose an appropriate handwriting style for a particular task. I can choose the writing implement that is best suited for the task.	I can choose the writing implement that is best suited for the task.