

Year 6 Writing Expectations

Working Towards / Working at Expected

	WORKING TOWARDS	WORKING AT EXPECTED
Composition	<ul style="list-style-type: none"> • Draw upon material read • Write for a range of purposes • In narratives, describe settings and characters • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> • Draw upon material read • Plan their writing by identifying the audience for and purpose of the writing • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Distinguish between the language of formal and informal speech • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
Grammar and Punctuation	<ul style="list-style-type: none"> • Use paragraphs to organise ideas • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use some of the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use of the colon to introduce a list and the semi-colon within lists • Punctuation of bullet points to list information • In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points, columns, tables) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly <p>Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)</p>	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs • Understand how words are related by meaning as synonyms and antonyms • Use the passive voice to affect the presentation of information in a sentence • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)
Spelling	<ul style="list-style-type: none"> • Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list • Use a thesaurus efficiently 	<ul style="list-style-type: none"> • Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency) • Use the hyphen to join a prefix to a root word • Understand and use a range of homophones and other words that are often confused • Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting	<ul style="list-style-type: none"> • Write legibly 	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting when writing at speed
Evaluate and Edit	<ul style="list-style-type: none"> • Use a thesaurus to select more focused language • Assess the effectiveness of their own and others' writing • Propose some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural • Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing • Propose most 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 • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors