

## Year 6 Writing Expectations

### Working At Expected / Greater Depth

	WORKING AT EXPECTED	GREATER DEPTH
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Draw upon material read</li> <li>• Plan their writing by identifying the audience for and purpose of the writing</li> <li>• <b>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)</b></li> <li>• <b>In narratives, describe settings, characters and atmosphere</b></li> <li>• <b>Integrate dialogue in narratives to convey character and advance the action</b></li> <li>• Distinguish between the language of formal and informal speech</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</b></li> <li>• <b>Distinguish between the language of speech and writing and choose the appropriate register</b></li> <li>• <b>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</b></li> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> <li>• Use a thesaurus to select more focused language</li> </ul>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• <b>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)</b></li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• <b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</b></li> <li>• Understand how words are related by meaning as synonyms and antonyms</li> <li>• Use the passive voice to affect the presentation of information in a sentence</li> <li>• <b>Use verb tenses consistently and correctly throughout their writing</b></li> <li>• <b>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</b></li> <li>• <b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</b></li> <li>• Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b></li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency)</li> <li>• Use the hyphen to join a prefix to a root word</li> <li>• Understand and use a range of homophones and other words that are often confused</li> <li>• <b>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</b></li> </ul>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• <b>Maintain legibility in joined handwriting when writing at speed</b></li> </ul>	
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and verb agreement when using singular and plural</li> <li>• Distinguish between the language of speech and writing and choosing the appropriate register</li> <li>• Proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>