

## Year 6 Writing Expectations

	Autumn	Spring	Summer
<b>Transcription</b>	Understanding and applying morphology	Understanding etymology of words in English language.	<i>Able to spell words from the statutory Y5 and 6 list with limited errors.</i>
<b>Composition</b>	<i>Related events or ideas organised into paragraphs or sections.</i>	<i>Connections within and between paragraphs generally maintained through use of ongoing references, e.g. pronouns, adverbials, conjunctions (Eventually we...).</i>	
	<i>Show awareness of audience and purpose with an attempt to interest the reader.</i>	<i>Writing is clear in purpose and engages the reader for structures studied e.g. discussion.</i>	<i>Write for a range of purposes and audiences.</i>
	Develop own ideas drawing on own reading or related research or structured reading and research.	Note on and develop plans from initial ideas, drawing on reading or research.	
			Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	<i>Ensure correct subject and verb agreement when using singular and plural.</i>	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
	Identify formal and informal styles.	<i>Select vocabulary to suit the level of formality.</i>	<i>Select vocabulary and grammatical structures that reflect the level formality required (mostly correctly).</i>
<b>Vocabulary, Grammar and punctuation</b>	Personification is identified in model texts and children have a clear understanding of its use	<i>Similes, metaphors and personification are used to enhance description.</i>	<i>Build atmosphere through vocabulary choice.</i>
	<i>Detail / description of events or ideas expanded through vocabulary (more advanced adverbs and adjectives) or explanation.</i>	<i>Ideas and events developed through some deliberate and exciting selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis</i>	Precise word choice to create impact.
	<i>Understand and use co-ordinating conjunctions.</i>	<i>Understand and use subordinating conjunctions.</i>	
	<i>Understand and use phrases and clauses.</i>	<i>Simple, compound and complex sentences are used across a range of writing. There is a clear understanding of how and when to use different sentence types.</i>	<i>Children can manipulate clauses and author voice in a sentence.</i>
	<i>Use capital letters, full stops, commas in lists, question marks and exclamation marks.</i>	<i>Use of commas to mark clauses.</i>	<i>Some correct use of semi colons to connect two relevant linked clauses.</i>

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		<i>Some correct use of colons and semi colons within a list.</i>	
	<i>Some correct use of hyphens to avoid ambiguity (eg. ice-cream or man-eating).</i>	<i>Some correct use of dashes as a form of parentheses or to show sudden pauses or interruptions.</i>	
	<i>Attempts to use speech with correct punctuation</i>	<i>Uses speech punctuation accurately and consistently.</i>	<i>Integrate dialogue to convey character and advance the action.</i>
	<i>Use modal verbs (mostly appropriately).</i>	<i>Use the perfect form of verbs to mark relationships of time and cause e.g. I have... I had... I need...</i>	Manipulate the tense in a piece of writing.
	<i>Use consistent and appropriate tense across a range of writing</i>	<i>Identify and begin to use the passive and active voice. Active voice describes a sentence where the subject performs the action stated by the verb. In <u>passive</u> voice sentences, the subject is acted upon by the verb e.g. Beautiful giraffes roam the savannah. (active) The savannah is roamed by beautiful giraffes. (passive)</i>	Use passive verbs to affect the presentation of information in a sentence
<b>Handwriting</b>		<i>Able to write legibly, fluently and with increasing speed.</i>	
			<b>Know, understand and use the terms:</b> <i>subject, object</i> <i>active, passive</i> <i>synonym, antonym</i> <i>ellipsis, hyphen, colon, semi colon, bullet points</i>