Writing

Year 6

Age Related Expectations

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| Statement |  |
| Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader |  |
| In narratives, describe settings, characters and atmosphere |  |
| Integrate dialogue in narratives to convey character and advance the action |  |
| Identify the audience for and purpose of the writing. |  |
| Sustain and develop ideas logically in narrative and non-narrative writing. |  |
| Use organisational and presentational devices to structure text and to guide the reader |  |
| Use developed noun phrases to add detail to sentences. |  |
| Create vivid images by using alliteration, similes, metaphors, and personification. |  |
| Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately |  |
| Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs |  |
| Use verb tenses consistently and correctly throughout their writing |  |
| Spell the commonly exception words from the Y5/6 word list. |  |
| Distinguish between homophones and other words which are often confused. |  |
| Convert verbs into nouns by adding a suffix. – e.g. –tion or –ure. |  |
| Use a range of spelling strategies. |  |
| Maintain legibility in joined handwriting when writing at speed |  |
| Use the range of punctuation taught at key stage 2 mostly correctly |  |
| Use the semi-colon, colon and dash. |  |
| Use the colon to introduce a list and the semi-colon within lists. |  |
| Use a hyphen to avoid ambiguity. |  |
| Use commas to mark phrases and clauses. |  |
| Write in paragraphs with a topic sentence which signals change in subject, time, place or event |  |
| Proofread for spelling and punctuation errors. |  |
| Use the passive voice to present information with a different emphasis. |  |
| 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 GD |  |
| Distinguish between the language of speech and writing and choose appropriate register GD |  |
| Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this GD |  |
| 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.GD |  |
| 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 GD |  |