

Year 6 Writing Expectations

Write for Different Purposes and Audiences Writing to entertain/inform/instruct/persuade the reader, using organisational features <i>e.g. set of instructions using bullet points or numbered lists, sub-headings, diagrams</i>
In Fiction Texts, Describe Settings Characters and Atmosphere Describing settings, characters and atmosphere to constantly engage the reader <i>e.g. conscious choices of vocabulary, conveying character through speech</i>
Use of Dialogue Used to convey character and advance the action in narratives <i>e.g. short conversations between characters which reveal crucial information about the plot</i>
Use of Appropriate Organisational Features Using presentational devices that are relevant to the text type <i>e.g. underlined sub-headings in a non-chronological text</i>
Use a Range of Cohesive Devices Within and Across Sentences Range of appropriate conjunctions, adverbials, sentence openers etc to create cohesion <i>e.g. fronted adverbials, verb openings, pronouns</i>
Use Vocabulary and Grammatical Structures that Reflect Style of Writing Accurate use of voice, tense, verb choices etc. <i>e.g. modal verbs to show possibility, passive voice accurately</i>
Proofread and Assess Work Proofread own/others' work spotting mistakes, making necessary corrections independently <i>e.g. recognizing and correcting grammar, spelling, punctuation</i>
Use Inverted Commas Accurately Punctuate direct speech correctly <i>e.g. "Draw your sword," proclaimed the knight.</i>
Use Commas Accurately Clarify meaning, avoid ambiguity, in lists <i>e.g. The monkey, Bernard, appeared intelligent with many human characteristics.</i>
Use the Full Range of Punctuation From current, and previous year groups <i>*See below</i>
Use Punctuation for Parenthesis Use of commas, brackets and dashes to mark parenthesis <i>e.g. My brother, the scruffiest person in history, never washes his hair.</i>
Use Dashes, Semi-colons, Colons and Hyphens Sometimes use the above correctly, across a range of writing <i>e.g. It felt like forever – the longest day in history.</i>
Use Adverbials and Different Verb Forms Including Modal Verbs Mostly Accurately Correct subject/verb agreement, correct tense, degrees of possibility etc. <i>e.g. The swooping bird was... My friend and I were... It might rain today...</i>
Convert Nouns and Adjectives into Verbs Using suffixes, convert nouns and adjectives into verbs <i>e.g. Jade watched the water solidify into ice.</i>
Spell Many Verb Prefixes and Homophones Correctly Words that sound the same but have different spellings and meanings; adding prefix to verb <i>e.g. Dr Habib practises medicine at the local doctor's practice. Overturn, reopen</i>
Spell Most of the Y5 and Y6 Words Correctly This includes independent activities, extended pieces of writing and spelling tests <i>*See statutory spelling list for Y5 and Y6</i>
Write Legibly and Fluently Correct letter sizing and spacing, joining where appropriate