

Year 6 – Writing Expectations

Working Towards Expected Standard:

I can use **paragraphs** to organise ideas.

I can **describe** settings and characters in narrative

I can use simple devices to **structure** non-narrative writing (headings, bullet points)

I can use **capital letters, full stops, question marks, commas for lists and apostrophes for contraction** mostly correctly

I can **spell** most words correctly* (years 3 and 4)

I can **spell** some words correctly* (years 5 and 6)

I can **write legibly**.

Working At Expected Standard

I can **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)

I can **describe** settings, character and atmosphere in narrative

I can integrate **dialogue** in narratives to convey character and advance the action

I can select **vocabulary and grammatical structures** that reflect what the writing requires, doing this mostly correctly (contracted forms in dialogue, passive, modal)

I can use **verb tenses** consistently and correctly throughout my writing

I can use a range of devices to **build cohesion** (co-ordinating conjunctions, adverbials of time and place, pronouns, synonyms, fronted adverbials, relative clauses, subordinate clauses)

I can use the **range of punctuation** taught at key stage two mostly correctly (Step 4 + inverted commas, exclamation marks, parenthesis, commas – FA, RC, FANBOYS)

I can spell correctly most words from the **year 5/6 spelling list**, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

I can **maintain legibility in joined handwriting** when writing at speed

Working At Greater Depth

I can **write effectively** for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)

I can distinguish between the **language of speech and writing**.

I can exercise an assured and conscious control over levels of **formality**, particularly through manipulating grammar and vocabulary to achieve this

I can 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

	Text/ Sentence Structure		Punctuation		Language		Spelling		Handwriting
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