

Year 6	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Key Expectations	<ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them• Spell words with ‘silent’ letters [for example, knight, psalm, solemn]• Continue to distinguish between homophones and other words which are often confused• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• <i>Use dictionaries to check the spelling and meaning of words</i>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• Use a thesaurus	<ul style="list-style-type: none">• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• Write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task• When noting and developing initial ideas, drawing on reading and research where necessary.• <i>ensuring the consistent and correct use of tense throughout a piece of writing</i>	<ul style="list-style-type: none">• <i>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i>• <i>In narratives, describe settings, characters and atmosphere.</i> Integrate dialogue to convey character and advance the action• Note and develop initial ideas, drawing on reading and research where necessary; Pupils capture, sift and sort ideas into a plan before writing• <i>Draft and write by</i> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed• Précise longer passages• <i>Evaluate and edit by</i> assessing the effectiveness of their own and others’ writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• <i>Use vocabulary typical of informal speech and formal speech</i>	<ul style="list-style-type: none">• Use a wide range of devices to build cohesion within and across paragraphs• <i>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining,</i> integrate diagrams, charts or graphs: include glossary, fact box etc.	<ul style="list-style-type: none">• Draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description• Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses	<ul style="list-style-type: none">• <i>Ensure consistent and correct use of tense throughout a piece of writing</i> including modal verbs• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• Use the perfect form of verbs to mark relationships of time and cause• <i>Use a colon to introduce a list</i>• Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas• <i>Proof-reads for spelling and punctuation errors</i>• Use prefixes to create antonyms to create different effects in sentences• <i>The difference between passive and active voice and when to use the passive</i>• Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses• Indicate grammatical and other features by using hyphens to avoid ambiguity• Use semi-colons to demarcate within a list• Using question tags for informality• Ellipses to link ideas within and across paragraphs• Use the subjunctive for formal writing.