

English: Writing Teaching Year 6

Planning and developing writing	To note and develop initial ideas, drawing on reading and research where necessary
	To plan by identifying the audience for and purpose of the writing
	To plan by selecting the appropriate form and using other similar writing as models for my own
Creating writing	To write by selecting the appropriate form and using other similar writing as models for my own
	To describe settings and characters
	To précis longer passages
	To create extended piece, including creating a longer piece of writing over several days
	To select appropriate grammar to change and enhance meaning
	To write for a range of purposes
Evaluating and editing writing	To write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader
	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	To give feedback to an author, identifying strengths and weaknesses giving clear and detailed feedback and examples of to improve
SPaG	To ensure the consistent and correct use of tense throughout a piece of writing
	To use correct grammar terminology
	To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags)
	To recognise a range of different sentence and clause structures (relative clauses, coordinated and subordinated clauses, main clauses, phrases etc.)
	To ensure correct subject and verb agreement when using singular and plural
	To use relative clauses beginning with a range of relative pronouns or an implied pronoun (who, which, when, whose, that)
	To know how words are related by meaning as synonyms and antonyms
	To recognise past, present and future simple, perfect and progressive tense
	To recognise and use active and passive forms
	To use both forms of apostrophes correctly
	To punctuate bullet points consistently
<p>To recognise all common word classes</p> <ul style="list-style-type: none"> • Nouns: common noun, abstract noun, collective noun, proper noun, • Verbs: auxiliary verb, modal verb, lexical verb • Adverbs: adverb of manner, adverb of place, adverb of frequency, adverb of duration, adverb of degree • Pronouns: possessive pronoun, personal pronoun, indefinite pronoun, interrogative pronoun, demonstrative pronoun, relative pronoun, reflexive pronoun • Determiners: article, demonstrative pronoun, possessive adjective, quantifier, numbers/enumerator, ordinal • Adjectives: comparative adjective, superlative adjective, possessive adjective • Conjunctions: connective (between paragraphs/sentences), coordinating conjunction, subordinating conjunction • Interjection 	

End of Year 6 writing expectations

Handwriting	To produce legible handwriting
	To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters at speed (q, x, capital letters and letters after an apostrophe are best left un-joined)
Composition and structure	To describe settings, characters and atmosphere
	To develop more sophisticated use of narrative techniques (fiction hooks, use of dialect, use of humour or suspense, show not tell, moving between times and places, integration of thoughts and feelings)
	To select vocabulary and grammatical structures that reflect the level of formality required (mostly correctly)
	To use simple devices in non-narrative writing for structure and to support the reader (eg. sub-headings, headings, bullet points)
	To manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
	To recognise vocabulary and structures that are appropriate for formal speech and writing (including subjunctive forms)
Linking	To use paragraphs to organise ideas
	To use a range of cohesive devices within and across sentences (including adverbials)
	To use a range of cohesive devices within and across paragraphs (including adverbials - also possibly referring forward and back, repetition or pronoun use)
	To use coordinating and subordinating conjunctions
	To use a variety of longer and shorter sentences to give pace and create tension or excitement
Speech	To use inverted commas and other punctuation used to indicate direct speech mostly correctly (including new speaker new line)
	To integrate dialogue to convey character and advance the action
	To distinguish between the language of speech and writing and choosing the appropriate register
Grammar	To use verb tenses consistently and correctly
	To select verb forms for meaning and effect
	To use passive and modal verbs mostly appropriately
	To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
	To use a wide range of clause structures, sometimes varying their position within the sentence
Punctuation	To use capital letters, full stops and question marks (mostly correctly)
	To use commas for lists (mostly correctly)
	To use apostrophes for contraction (mostly correctly)
	To use apostrophes for possession (mostly correctly)
	To use commas for clarity (mostly correctly)
	To use punctuation for parenthesis mostly correctly (brackets, commas, dashes)
	To make some use of semi-colons (mostly correctly)
	To make some use of dashes (mostly correctly)
	To make some use of colons (in lists, clauses or speech) (mostly correctly)
	To make some use of hyphens (mostly correctly)
	To use semi-colons to mark the boundary between independent clauses (mostly correctly)
	To use colons to mark the boundary between independent clauses (mostly correctly)
To use the full range of punctuation taught at key stage 2 correctly	
Spelling	To spell most year 3 and 4 words correctly and some year 5 and 6 words correctly
	To spell most year 5 and 6 words correctly using a dictionary to check the spelling of ambitious or uncommon vocabulary