

Year 6 Writing			
B	W	S	S+
<p>The pupil can: Write for a range of purposes Use cohesive devices within and across sentences and paragraphs. Begin to purposefully select vocabulary and grammatical structures that reflect the text type, purpose and audience. (e.g. conjunctions, adverbials of time, manner and place, pronouns, synonyms, relative clauses) .</p> <p>In narrative writing : Describe settings and characters. Plot lacks cohesion.</p> <p>In non-narrative writing: Use of headings, sub-headings, glossary and bullet points. Use paragraphs to organise ideas, begin to use devices to build cohesion within paragraphs. Use verb forms and tenses mostly accurately, Punctuation is used mostly accurately: capital letters, full stops, question marks, exclamation marks, commas for a list, apostrophes for contraction and possession, including plural nouns,</p>	<p>The pupil can: Writing for a range of purposes and audiences and is beginning to select language that shows good awareness of the reader (e.g. using simpler language to write a letter to a child and choosing formal language when writing to your Headteacher).</p> <p>In Narrative writing: Describe settings and characters and begin to create atmosphere(e.g. reference to feelings, weather; show don't tell). Plot sometimes lacks cohesion. Begin to integrate dialogue. Begin to select vocabulary and grammatical structures that reflect the level of formality required mostly correctly (e.g. noun phrases, prepositional phrases, adverbs, relative clauses, subordinating conjunctions. Use verb tenses consistently and correctly throughout their writing.</p> <p>In non-narratives:</p>	<p>The Pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)</p> <p>In Narrative writing: Successfully describe settings, characters and atmosphere. Maintain cohesion throughout the plot. Integrate dialogue to advance the action and convey character.</p> <p>In all writing: Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly (e.g. noun phrases, prepositional phrases, adverbs, relative clauses, subordinating conjunctions. Use passive and modal verbs mostly appropriately. The passive voice is used to affect the presentation of information.</p>	<p>The pupil can: 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 (e.g. literary language, characterisation and structure). Distinguish between the language of speech and writing and choose the appropriate register (level of formality/informality e.g. dialect, slang, technical language, voice of authority) Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this) Use the full range of punctuation taught at KS2 including colons and semi-colons, dashes and hyphens and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. Apply all the spelling rules taught in KS2 and spelling is mostly correct.</p>

<p>punctuation to indicate direct speech.</p> <p>Spelling most words correctly (year 3 and 4)</p> <p>Spelling some words correctly (year 5 and 6)</p> <p>Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.</p> <p>Producing legible, joined handwriting.</p> <p>Evaluation of the effectiveness of own writing is used to make changes, including paragraphs, punctuation and spelling.</p>	<p>Use a range of organisational and presentational devices, to guide the reader.</p> <p>Paragraphs develop and expand some ideas, descriptions, themes or events in depth.</p> <p>Begin to use a range of cohesive devices within and across paragraphs (e.g. conjunctions, adverbials of time, manner and place, pronouns, synonyms).</p> <p>Begin to use a range of punctuation mostly correctly: punctuation for parenthesis; capital letters, full stops, question marks, exclamation marks, commas for a list, apostrophes for contraction and possession, including plural nouns, punctuation to indicate direct speech, ellipsis.</p> <p>Spelling most words correctly (year 5 and 6)</p> <p>Maintain fluency and speed in handwriting.</p> <p>Evaluate of the effectiveness of own writing is used to make changes, including paragraphs, punctuation and spelling, sentence structure to ensure writing makes sense.</p>	<p>Include contracted forms.</p> <p>Use a range of cohesive devices including adverbials of time, place and manner, conjunctions, pronouns, relative clauses and synonyms within and across sentences and paragraphs</p> <p>Use appropriate choice of verb tenses consistently and correctly throughout.</p> <p>Use a range of punctuation mostly correctly: punctuation for parenthesis; capital letters, full stops, question marks, exclamation marks, commas for a list, apostrophes for contraction and possession, including plural nouns, punctuation to indicate direct speech, ellipsis.</p> <p>Spelling most words correctly (year 5 and 6).</p> <p>Maintain fluency and speed in handwriting .</p> <p>Effectiveness of own writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.</p>	<p>Legible, fluent handwriting is consistently maintained when writing at sustained, efficient pace.</p> <p>Evaluate the effectiveness of their writing and edit to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
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