

Purpose and Structure

To 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 (including literary language, characterisation, structure, etc.).

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Spelling

To spell all of the Y5 and Y6 statutory spelling words correctly.

To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).

To spell words that contain hyphens (e.g. co-ordinate, re-enter, cooperate, co-own). of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

Planning, writing & editing

To note down and develop initial ideas, drawing on reading and research where necessary.

To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

To use a wide range of devices to build cohesion within and across paragraphs.

To habitually proofread for spelling and punctuation errors.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Use of phrases & clauses

To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice.

To use question tags in informal writing.

A Year 6 Writer

Sentence construction & tense

To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

Handwriting

Writes legibly, fluently and with increasing speed

Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters

Chooses the writing implement that is best suited for a task

Recognises when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form)

Punctuation

To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity

Terminology

To recognise and use the terms

- subject, object
- active, passive, synonym
- antonym
- ellipsis
- hyphen
- colon, semi-colon
- bullet points.