

Year 6 expectations – Writing

Transcription

- 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
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Recognise how words are related by meaning as synonyms and antonyms
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters
- Continue to distinguish between homophones and other words which are often confused

Handwriting

- 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

Composition – composition and effect

- Note and develop initial ideas, drawing on reading and research where necessary
- Identify the audience for and purpose of the writing
- Select the appropriate form and use other similar writing as models for their own
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action

Composition – text structure and organisation

- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables
- Draft and write by using a wide range of devices to build cohesion within paragraphs
- Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections and ellipsis

Composition – sentence structure

- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken
- Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?
- Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come

Vocabulary, grammar and punctuation

- Proof-read for spelling and punctuation errors
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use correct subject and verb agreement when using singular and plural
- Use brackets, dashes or commas to indicate parenthesis
- Use a colon to introduce a list
- Use a semi colon within lists
- Use semi colons, colons or dashes to mark boundaries between independent clauses
- Use hyphens to avoid ambiguity Use the perfect form of verbs to mark relationships of time and cause
- Use modal verbs or adverbs to indicate degrees of possibility
- Punctuate bullet points consistently
- Use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading: *subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points*