

End of Year 6 Writing Expectations



1. Child as a Writer

- Can critically evaluate their own and other peoples' written work against a specific brief
- Can choose the most appropriate form for their writing in order to communicate effectively
- Can refine their ideas based on their experience of good quality model texts
- Can compose and execute whole texts, writing with fluency and stamina
- Can use audience feedback to support the writing/editing process

2. Composition: Sentences

- Can describe settings and characters using adjectives (including expanded noun phrases) e.g. a fearsome dragon with sharp claws...
- Can describe settings and characters using adverbs (changing the place of the adverb to add variety) e.g. Tom called softly... Anxiously he...
- Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because
- Can write sentences using fronted adverbials:
 - *Sequential fronted adverbials (first, next, finally, in conclusion)
 - *Additional fronted adverbials (also, in addition, furthermore)
 - *Oppositional fronted adverbials (however, on the other hand)
 - *Causal fronted adverbials (as a result, consequently)
 - *Explanatory fronted adverbials (for instance, in other words, in fact)
 - *Persuasive fronted adverbials (unfortunately, clearly, personally)
 - *General fronted adverbials (arguably, on the whole, probably)
- Can write Imperative Sentences (using 'bossy verbs' in the present tense) e.g. Close that door.
- Can integrate dialogue (effectively and sometimes combined with an additional clause) e.g. "Watch out!" cried Simon, as...
- Can write Simile Sentences (to imaginatively compare two things) e.g. He roared LIKE a lion. AS cool AS a cucumber
- Can write Metaphor Sentences (to paint vivid 'word' pictures) e.g. Serpents of smoke curled from the chimney.
- Can write 'as' Sentences (to describe two things happening at once) e.g. Dan hid as the bully approached.
- Can write Preposition Sentences (to explain and describe where things are in the setting) e.g. On the wall above the fireplace...
- Can write 'ing' Sentences (to add a sense of movement) e.g. Looking both ways, Tom crossed the road.
- Can write 'ed' Sentences (to emphasise feelings and emotions) e.g. Paralysed with fear...
- Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should
- Can write in both active and passive form e.g. The boy dropped the pen/The pen was dropped by the boy.
- Can develop cohesion within sentences:
 - *using determiners (to specify a noun)
 - *using pronouns (to replace nouns for variety)

3. Composition: Context, Purpose, Audience

- Can identify the correct audience and compose an appropriate text based on this
 - Can write in appropriate 'role'
 - Can select and use the appropriate structure and features for a text type
 - Can add clever detail to engage the reader e.g. word-play, exaggeration, alliteration, slogans, bias
 - Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)
 - Can write to create narrative
- Optional text type coverage:
- Can write to recount
 - Can write to instruct
 - Can write to explain
 - Can write to report
 - Can write to persuade

4. Composition: Narrative

- Can write with a clear opening to the narrative
- Can build upon opening and develop the narrative
- Can introduce a problem to the narrative
- Can bring about resolution in the narrative
- Can write a clear ending to the narrative
- Can choose and sustain the use of the correct tense
- Can de-mark paragraphs correctly
- Can link paragraphs in the narrative
- Can use a variety of paragraph lengths
- Can write using a balance between dialogue, action and description
- Can create cohesion across a narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)

5. Composition: Non-narrative

- Can write a clear introduction
- Can develop ideas over a series of sentences
- Can sustain ideas across a text
- Can choose and sustain the use of the correct tense
- Can use logical paragraphing
- Can write a clear conclusion
- Can use sub-headings

End of Year 6 Writing Expectations



h. Can use bullet points

i. Can create cohesion across a non-narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)

6. Grammar and punctuation in writing

a. Can use capital letters and full stops accurately (to make and improve sentences)

b. Can use question marks (to write question sentences which 'hook' the reader in) e.g. Are you happy with your local park?

c. Can use exclamation marks (to write short sharp sentences creating excitement or suspense) e.g. How exciting! What a day!

d. Can use commas accurately:

*to separate items in a list e.g. At the supermarket she bought eggs, milk, butter and cheese.

*to outline a series of actions e.g. Jack entered the room, shut the door, tripped and fell.

*to recount description e.g. She had shiny black hair, green eyes, spotty cheeks and a pointed nose.

*to separate clauses (write extra information sentences/embedded clauses) e.g. Tom, who was very fit, loved rugby.

e. Can use inverted commas for dialogue (correctly punctuated) e.g. "Where are you going?" Sarah called to her mum.

f. Can use apostrophes to show possession (singular and plural) e.g. Dad's car. My parents' home.

g. Can use apostrophes to show omissions e.g. don't, can't, won't

h. Can use an ellipsis (as a long pause to build up tension or to show hesitation) e.g. "Er... well... all right then."

i. Can use a colon following a heading (to introduce a list) e.g. To bake a cake you will need: flour, eggs, milk.

j. Can use a semi-colon (to separate two main clauses of a sentence) e.g. Tom worked hard; Dan did not.

k. Can use brackets, dashes or commas for parenthesis e.g. The calculator (that wasn't really a calculator) started beeping.

l. Can use dashes (to make the reader pause) e.g. He blamed his missing homework on one thing – his dog.

m. Can use a hyphen (to link words to be read as one) e.g. razor-sharp teeth

n. Can make stylistic choices about consistent use of bullet points (e.g. always/never use capital letters and full stops)

7. Transcription: Spelling

a. Can use visual recall of commonly used words to support spelling

b. Can use phonic knowledge to spell unfamiliar words

c. Can use tools such as dictionaries and words banks to support spelling

d. Can use taught suffixes in writing e.g. cious, cial, ant, able (see Spelling Diagnostic)

e. Can use taught spelling rules in writing e.g. ei after c, ough (see Spelling Diagnostic)

f. Can use words with silent letters in writing e.g. doubt, thistle, knight (see Spelling Diagnostic)

g. Can correctly use homophones and other words commonly confused

8. Transcription: Handwriting (reminders only - no therapies)

a. Handwriting is fluent with increasing speed appropriate to task

b. Handwriting is legible

c. Handwriting is consistent

d. Handwriting is joined

e. Handwriting is line orientated

f. Can use capitalisation (Upper Case) handwriting

g. Can use Title Case in handwriting