

Year 6 Writing/Grammar Expectations



Working at expected standard

I can write for a range of purposes and audiences (including writing a short story):

Write effectively for a range of purposes and audiences and select language appropriate to the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

In narratives describe settings, characters and atmosphere.

Integrate dialogue in narratives to convey character and advance the action. **(Dialogue)**

Use formal vocabulary and grammatical structures mostly correctly (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). **(Contraction, MV)**

Use a range of cohesive devices (e.g. conjunctions, adverbials of time, manner and place, pronouns) within and across paragraphs. **(Conj, FA, adverbs within, pronoun)**

Use verb tenses consistently and correctly throughout their writing. **(Tense)**

Use a wide range of clause structures, sometimes varying their position within the sentence. **(RC, EC, CTB)**

Use, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. **(PP, ENP, NP)**

Use a range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).

Make some correct use of semi-colons and colons.

Make some correct use of dashes, brackets and hyphens.

Maintain legibility in joined handwriting when writing at speed.

Spell most words correctly (Years 5 and 6 spelling list) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary (including synonyms).

Working at greater depth within the expected standard

I can write for a range of purposes and audiences:

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, structure).

Distinguish between the language of speech and writing and choose the appropriate register.

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

Select verb forms for meaning and effect.

Use the full range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens, brackets) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Include colons and semi-colons in lists and to mark the boundary between independent clauses.