

## Year 6 Expectation - Writing

### Spelling, Grammar and Punctuation

- Can spell all the words right on the year 5/6 spelling list.
- Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)
- Can use a thesaurus and a dictionary to improve my work.
- Can use the full range of punctuation, almost always accurately and precisely, including for subdivision, effect, listing, direct speech, parenthesis, etc.
- Can indicate degrees of possibility using adverbs and modal verbs (eg perhaps, surely, maybe, should, could, might).
- Can use commas to clarify meaning or avoid ambiguity.
- Can use relative clauses (eg who, whose, which, that, when).
- Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.
- Can use clauses confidently and appropriately for audience and purpose.
- Can group items for effect, before or after the verb.
- Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.
- Can maintain tense consistently and consciously change tense for effect.
- Can use self and peer assessment to improve effectiveness of my writing.
- Can use a range of punctuation accurately to create effect (brackets, dashes, ellipsis, commas, exclamation marks, inverted commas, colons and semi-colons).
- Can use hyphens to avoid ambiguity.
- Can use pronouns appropriately to avoid repetition when referring backward and forward (eg those, these, that).
- Can use complex sentence structures appropriately, including non-finite verbs, relative clauses and adverbial clauses.
- Can use a range of subordinating conjunctions (eg in case, once, provided that, since, whereas) and connecting adverbs (eg consequently, furthermore, instead, nonetheless, overall, subsequently) to start sentences, judging the impact or effect.
- Can link clauses in sentences using a range of coordinating (FANBOYS) and subordinating conjunctions (eg in case, once, provided that, since, whereas).
- Can link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly)

### Transcription, Composition and Vocabulary

- Can write neatly, legibly and accurately and fluently, in a joined style.
- Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.
- Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age)
- Can use a thesaurus to support word choice.
- Can choose words and phrases to make sentences more precise and avoid tautology (eg 'They arrived in succession' instead of 'They arrived one after the other').
- Can recognise vocabulary and structures that are appropriate for formal and informal writing.

- Can open and close writing in interesting, unusual or dramatic ways, when appropriate.
- Can consistently organise my work into paragraphs in a range of text types.
- Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents et cetera.
- Can accurately and effectively choose from a range of strategies to move a story forward (eg dialogue, description and action).
- Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.
- Can use a range of strategies confidently and appropriately to engage and involve the reader (eg anticipation, suspense and tension).
- Can use a variety of techniques to conclude work appropriately (eg opinion, summary and justification comment).
- Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.
- Can write with confidence and imagination.
- Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.
- Can confidently adapt sentence structure and word order to text type to sustain interest.
- Can consciously vary levels of formality according to purpose and audience.
- Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.
- Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.
- Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.
- Can use pertinent and precise detail as appropriate.
- Can intermingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses.
- Can use literary features to create effect (alliteration, onomatopoeia, figurative language, metaphors, similes, personification).
- Can write for a range of purposes (stories, biography, autobiography, journalistic writing, argument, formal, impersonal writing, poetry).
- Can effectively use layout devices (headings, subheadings, columns, bullet points, tables).