

| Writing targets for Year 6   | Pupil | Teacher |
|--|-------|---------|
| <b>All children should:</b>  |       |         |
| Correctly use capital letters for all uses – start of sentence/proper nouns  |       |         |
| Use full stops, question marks and exclamation marks when needed.  |       |         |
| Use paragraphs to organise ideas   |       |         |
| <b>In narratives, describe:</b>  |       |         |
| Settings   |       |         |
| Characters   |       |         |
| Atmosphere   |       |         |
| Integrate dialogue to convey character and advance the action  |       |         |
| <b>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g.</b>     |       |         |
| Select the correct vocabulary and grammar to reflect formal/informal tone: <i>contracted forms, slang, technical language, dash.</i> |       |         |
| Passive verbs to affect how information is presented   |       |         |
| Modal verbs to suggest degrees of possibility  |       |         |
| Use ISPACE to start sentences: <i>-ing, simile, preposition, adverb, conjunction, -ed verb</i>                                       |       |         |
| Use a wide range of sentence structures: <i>relative clauses, embedded clauses, fronted adverbials etc</i>                           |       |         |
| Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.                   |       |         |
| <b>Use a range of devices to build cohesion within and across paragraphs e.g.:</b>   |       |         |
| Co-ordinating conjunctions (FANBOYS)   |       |         |
| Subordinating conjunctions (ISAWAWABUB)  |       |         |
| Adverbials of time and place   |       |         |
| Pronouns   |       |         |
| Synonyms   |       |         |
| Use verb tenses consistently and correctly throughout  |       |         |
| <b>Use the range of punctuation taught at key stage 2 mostly correctly:</b>  |       |         |
| Commas to mark clauses   |       |         |
| Apostrophes for omission and possession  |       |         |
| Inverted commas for direct speech or quotations  |       |         |
| Brackets, dashes and commas to indicate parenthesis  |       |         |
| Commas for lists   |       |         |
| Semi colon, colon and dash to mark the boundaries between independent clauses  |       |         |
| Colons to introduce lists  |       |         |
| Bullet points  |       |         |
| Hyphens  |       |         |
| Spell correctly <b>all</b> words from the year 3 / year 4 spelling list  |       |         |
| Spell correctly <b>most</b> (80%) words from the year 5 / year 6 spelling list   |       |         |
| Use a dictionary to check the spelling of uncommon or more ambitious vocabulary  |       |         |
| Maintain legibility in joined handwriting when writing at speed  |       |         |

| Greater Depth  | Pupil | Teacher |
|--|-------|---------|
| Understand that the spoken language is different to the written language and choose the correct form for writing.  |       |         |
| Show control over levels of formality – choosing correct grammar and vocabulary to show more formal pieces of writing.<br>Formal: modal verbs, passive, semi-colon / colon to join independent clauses, technical vocabulary<br>Informal: question tags, contractions, slang expressions, shift to 2 <sup>nd</sup> person, dash to introduce a thought |       |         |
| Use the full range of punctuation precisely and to enhance meaning – make deliberate choices for effect in your writing.   |       |         |
| Show understanding of a range of types of writing for different audiences and purposes – use your reading as a model for good writing (characterisation, use of language, ideas for writing structure)   |       |         |