

Writing End of Year 6 Expectations

The programmes of study for writing at Key stage two continues to be constructed similarly to reading, the two main areas are; transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)

By the end of year 6 children are expected to:

Year group	Transcription	Composition	Vocabulary, Grammar and Punctuation
Years 5 and 6	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p> <p>Handwriting and presentation:</p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points,</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p>

	<p>choosing the writing implement that is best suited for a task.</p>	<p>underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</p>
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