



## The End of Year 6 Expectations in Writing are:

### Composition:

Can choose the appropriate tone, form and structure for their writing, depending on the audience and purpose.

Can independently plan out their ideas using brief notes, and drawing on reading and research where necessary.

Can develop characters with depth and complexity, referencing the characters attitudes, beliefs and reactions to events.

Can convey a strong and consistent sense of character through dialogue.

Can successfully tell parts of the story through dialogue rather than through description alone.

Can write short, succinct summaries of longer passages of writing.

Can use stylistic devices to create effects in writing. Use of simile, metaphor and personification is well developed.

Can use a wide range of devices to build cohesion within and across paragraphs in narrative. This could include use of conjunctions, adverbials, pronouns and word repetition to link between paragraphs, and flashbacks and flash forwards.

Can create atmosphere and integrate dialogue to convey character and advance action.

Can structure paragraphs within non-fiction writing appropriately, e.g. first sentence contains main point of paragraph, followed by elaboration and substantiation.

Can use the correct subject and verb agreement when using singular and plurals ('The list of items is/are on the desk').

Can effectively assess and edit their own and others' writing, suggesting meaningful improvements to vocabulary, grammar and punctuation.

Overall composition and effect of writing is engaging and coherent.

Can perform their compositions and read their own writing aloud, in an expressive and engaging manner.

### Grammar and Punctuation:

Can write a full range of sentence types, including the use of embedded clauses in complex sentences ('Mr Smith, who had forgotten to water his allotment, returned to find it brown and lifeless').

Can use a full range of sentence starters (-ed and -ing clauses, adverbial phrases, subordinating conjunctions).

Can use language and structures to give speech or writing a more formal tone (e.g. 'increase' instead of 'make bigger'; the subjunctive form 'If I were to say..' instead of 'If I say...')

Can use modal verbs mostly appropriately.

Can use the passive voice mostly appropriately ('The allotment was watered by Mr Smith' instead of 'Mr Smith watered the allotment').

Can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.

Can use highly developed noun phrases to add detail ('The boy that had laughed so heartily before, was now silent')

Can use commas correctly in all instances (in lists, to separate clauses, after fronted adverbials and to mark parenthesis).

Can use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover).

Can accurately use brackets, dashes or commas to indicate parenthesis.

Can use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).

### **Handwriting:**

Can write legibly, fluently and quickly.

Can choose which shape of a letter to use when given choices, and decide whether or not to join specific letters.