

## Year 6 Writing Expectations (In addition to KS1/KS2 and Y5 expectations)

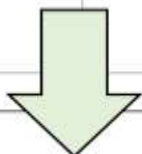
### Pupils know that:

- A long sentence can be simple, compound or complex. A short sentence can be simple, compound or complex.
- In narrative and non-narrative writing, there is a range of purposes for using shorter and longer sentences.

### Pupils know how to:

- Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses.
- Use a full range of punctuation correctly.

Pupils learn to write with decreasing scaffolding for a range of purposes and audiences.



## Letter Formation

### In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.
- choose the writing implement which is best suited for a task
- Maintain legibility in joined handwriting when writing at speed

## Planning, drafting and Editing

### In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- note down and develop initial ideas, drawing on reading and research where necessary.
- use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- use a wide range of devices to build cohesion within and across paragraphs.
- consistently proofread for spelling and punctuation errors.
- make changes to vocabulary, grammar and punctuation to enhance effects related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

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## Audience, Purpose and Structure

### In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- 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 (including literary language, characterisation, structure, etc.).
- distinguish between the language of speech and writing and to choose the appropriate level of formality.
- select vocabulary and grammatical structures that reflect what the writing requires (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).

## Sentence Structure (Including punctuation and grammar)

- ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- use the subjunctive form in formal writing.
- use the perfect form of verbs to mark relationships of time and cause.
- use the passive voice accurately within appropriate pieces.
- use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.)
- use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons, and when necessary, to use such punctuation
- precisely to enhance meaning and avoid ambiguity

## Grammar Terminology

In addition to KS2 terminology, recognise and use the terms:

- Subject
- Object
- Active
- Passive
- Synonym
- Antonym
- Ellipsis
- Hyphen
- Colon
- Semi-colon
- Bullet points

## Phonic & Whole word spelling

- To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).
- To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/ visibly, incredible/ incredibly, sensible/ sensibly).
- To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).
- To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).
- To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).

## Common Exception words

- To spell all of the Y5 and Y6 statutory spelling words correctly

## Prefixes and Suffixes

- To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).
- To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).
- To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).

## Further Spelling Conventions

- To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/ advise).
- To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).

## Contexts (purpose) for Writing

- **Writing to express and elicit feelings:** descriptions of places and people with detail with specific detail and highly selective word choices to evoke atmosphere, interest from the reader
- **Writing to express and elicit feelings:** Stories based on real events, historically or geographically accurate
- **Writing to express and elicit feelings:** 5-part story that demonstrates an awareness of the reader throughout
- **Writing to express and elicit feelings:** Portal /time travel story
- **Writing to express and elicit feelings:** Poetry (classical and well known poets eg WW2 poetry)
- **Writing to remember, revise and organise thinking-** thinking tools- see ACE document
- **Writing to Inform:** informal and formal letter that are relevant to audience
- **Writing to inform:** Non-Chronological report
- **Writing to inform:** Newspaper report
- **Writing to Inform:** Biography
- **Writing to inform:** Diary entry
- **Writing to persuade:** speech
- **Writing to Discuss:** Biased Argument
- **Writing to Discuss:** Reviews