

Year 6 Writing – End of Year Expectations

<p>Transcription – spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none">• The pupil can spell most year 5 and year 6 common exception words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<p>Handwriting</p>	<ul style="list-style-type: none">• The pupil maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
<p>Composition – Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<p>The pupil can</p> <ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)• in narratives, describe settings, characters and atmosphere
<p>Vocabulary, punctuation and grammar</p>	<p>The pupil can:</p> <ul style="list-style-type: none">• integrate dialogue in narratives to convey character and advance the action• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs• use verb tenses consistently and correctly throughout their writing• use the range of punctuation taught at key stage 2 mostly correctly