

Year 6 Writing Skills

| Skill | Example |
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| Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader | narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry |
| Use expanded noun phrases across their writing to convey complicated information precisely | Numerous fish can be found in the world's oceans. The creature had <u>a pointed spike on the end of it's poisonous-looking tail.</u> |
| Use verb tenses consistently and accurately | |
| Use formal and informal question tags | You don't want the forests to die, do you? You're right - aren't you? |
| Use passive voice to create empathy or suspense (within IF criteria bullet points 1 and 4) | Katie had been trapped... The bag had been stolen... |
| Use passive voice to create a formal tone (within IF criteria bullet points 1 and 4) | The operation is conducted by the surgeon... |
| Use semi colons to mark independent clauses | The creature was most surprising; I had never seen anything like it. |
| Use dialogue to convey character and advance the action | |
| Develop settings, characters and atmosphere in detail | |
| Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within IF criteria bullet points 1, 4 and 5) | |
| Manipulate and control the use of narrative language features (within IF criteria bullet points 1, 2, 3 and 4) | language to control time and pace; repetition for effect; power of three; passive voice; dialect |
| Use the range of punctuation taught at KS2 mostly correctly | |
| Use a range of figurative language (within IF criteria bullet points 1 and 4) | similes, metaphor, personification, allusion, idioms |
| Manipulate and control the use of non-fiction language | technical vocabulary; rhetorical questions; passive voice |

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| features (within IF criteria bullet points 1 and 4) | |
| Manipulate and control the use of organisational features (within IF criteria bullet points 1, 4 and 5) | |
| Use a range of devices to build cohesion within and between paragraphs | repetition, adverbials, ellipsis, referencing, noun/pronoun chains |
| Use a dictionary and thesaurus effectively | by 3rd/4th letter, appropriate word choices |
| Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations | |
| Proof-read and edit their writing | |
| Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear | |
| Spell most words from the Year 5/6 word list and use these accurately in their writing | see NC list |
| Meet the Y6 expectations in the National Curriculum | |
| Use legible, joined writing consistently when writing at speed | |
| Use colons to mark independent clauses | |
| Greater Depth | |
| 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 | e.g. literary language, characterisation, structure |
| Distinguish between the language of speech and writing and choose the appropriate register | |

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| Demonstrate an assured and conscious control over levels of formality | |
| Use the full range of punctuation taught at KS2 correctly | |
| Use punctuation to avoid ambiguity or enhance meaning | defining and non-defining relative clauses clearly marked; punctuation for emphasis and effect |
| Write effectively for a range of purposes and audiences | |
| Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading | |
| Consistently, use editing and revising strategies to improve the quality and accuracy of their writing | |
| Consistently use vocabulary from across the curriculum in their writing | |
| Consistently apply Y6 spelling expectations across their writing | |

Composition

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| <ul style="list-style-type: none"> • Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary • Control and maintain plots (e.g. use of foreshadowing, dialogue to move the action on; stories told from more than one viewpoint) • Use different ways of opening and closing narratives • Develop characters in detail (e.g. relationships between characters; how others react to them; use of grammatical features such as passive voice) • Extend and refine their use of narrative language features e.g. reported speech instead of direct; repetition for effect; power of three linked to grammar expectations (The wind whistled through the trees, tickling the autumn leaves, as the night drew in.) • Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description • Use a range of verb forms for effect (progressive, perfect, modal) |
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