

Year 6

When children start Year 6, they should be able to:

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| • Spell the Year 5 words from the word list | • Use relative and embedded clauses | • Use modal verbs and adverbs to express possibility | • Maintain cohesion within and between paragraphs |
| • Meet expectations of the Y5 spelling programme | • Use commas to punctuate clauses | • Use all Year 5 punctuation consistently and accurately | |

It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.

	Skills progression	Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences, selecting language that shows good awareness of reader	Narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry			Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
2	Use expanded noun phrases across their writing to convey complicated information precisely	<u>Numerous fish</u> can be found in the world's oceans. The creature had a <u>pointed spike on the end of it's poisonous-looking tail</u> .			Control and maintain plots: ➤ use of foreshadowing ➤ dialogue to move the action on ➤ stories told from more than one viewpoint
3	Use verb tenses consistently and accurately				
4	Use formal and informal question tags	You would not want the forests to die, would you? I'm right – aren't I?			
5	Use passive voice to create empathy or suspense (within TAF bullets 1 and 4)	Sarah had been trapped...			
6	Use passive voice to create a formal tone (within TAF bullets 1 and 4)	The operation is being conducted by the surgeon..			Use different ways of opening and closing narratives
7	Use semi-colons to mark independent clauses	There were six villages, dotted irregularly around the coast; Carment was the one furthest north.			
8	Use dialogue to convey character and advance the action				Develop characters in detail: ➤ relationships between characters ➤ how others react to them ➤ use of grammatical features such as passive voice
9	Develop settings, characters and atmosphere in detail				
10	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within TAF bullets 1, 4 and 5)				
11	Manipulate and control the use of narrative language features (within TAF bullets 1, 2, 3 and 4)	language to control time and pace, repetition for effect, power of three, passive voice, dialect			
12	Use the range of punctuation taught at KS2 mostly correctly				Extend and refine their use of narrative language features: ➤ reported speech instead of direct ➤ repetition for effect ➤ power of three linked to grammar expectations (The storm howled through the harbour, sails flapping and metal clanging, as the night drew in.)
13	Use a range of figurative language (within TAF bullets 1 and 4)	similies, metaphor, allusion, personification, idioms			
14	Manipulate and control the use of non-fiction language features (within TAF bullets 1 and 4)	technical vocabulary, rhetorical questions, passive voice			
15	Manipulate and control the use of organisational features (within TAF bullets 1, 4 and 5)				
16	Use a range of devices to build cohesion within and between paragraphs	Repetition, adverbials, ellipsis, referencing, noun/pronoun chains			
17	Use a dictionary and thesaurus effectively	By 3 rd /4 th letter, appropriate word choices			
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations				Extend and refine their use of non-fiction language features: ➤ technical vocabulary linked to topic ➤ precise description
19	Proof-read and edit their writing				

20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear				Use a range of verb forms for effect: ➤ progressive ➤ perfect ➤ modal
21	Spell most words from the Y5/6 word list and use these accurately in their writing	see National Curriculum			
22	Meet the Y6 spelling expectations in the National Curriculum	see National Curriculum			
23	Use legible, joined writing consistently when writing at speed				
24	Use colons to mark independent clauses	The nightmare never changed: Daniel was trapped in a sinking fishing boat.			
GD1	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				
GD1(a)	All samples have a clear purpose and audience with the reader successfully engaged				
GD1(b)	All samples also show the individual 'voice' and style of the pupil as a writer				
GD1(c)	Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent				
GD1(d)	Writing is carefully structured and organised according to its context				
GD1(e)	Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion				
GD1(f)	Endings are clear and linked to openings dependent on the text type				
GD2	Distinguish between the language of speech and writing and choose the appropriate register				
GD2(a)	Word choices are precise and selected for the purpose and audience (formal and informal language)				
GD3	Demonstrate an assured and conscious control over levels of formality				
GD3(a)	Establish a convincing individual viewpoint and sustain it throughout the piece				
GD3(b)	The use of sentences is controlled and a range of structures are used to create specific effects				
GD3(c)	Literary devices are well-chosen and used appropriately to create intended effects				
GD4	Use the range of punctuation taught at KS2 correctly	semi-colons, dashes, colons, hyphens, ellipsis			
GD4	Use punctuation to avoid ambiguity or enhance meaning	defining and non-defining relative clauses clearly marked; punctuation for emphasis and effect			
GD5	Consistently apply Y6 spelling expectations across their writing				
GD6	Writing is fluent, joined and legible with a developed personal style				