



Year 6 Writing Expectations

Band 6 - Writing Spelling



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- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- Distinguish between homophones and other words which are often confused with reference to (English Appendix 1).
I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- Use dictionaries to check the spelling and meaning of words.**
I can use dictionaries to check the spelling and meaning of words.
- Spell most of the year 5 and 6 words correctly (English Appendix 1).
I can spell most words correctly including words that are often misspelt.
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
I can use a dictionary to check the spelling of less common or interesting words I want to use.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use a thesaurus with confidence.
I can use a thesaurus with confidence.

Band 6 - Writing Handwriting



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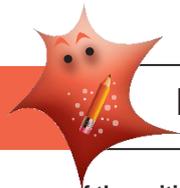
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- Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.
I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Band 6 - Writing Composition



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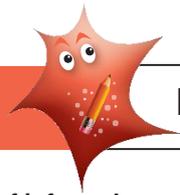
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- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).**
I can change my writing to fit the audience and change the language and sentence length for the purpose.
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).
I can write effectively for a range of purposes and audiences, independently using ideas from my own reading.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).
I can use grammar and vocabulary which is suited to the purpose of my writing.
- Draft and write narratives, describing settings, characters and atmosphere.**
I can write pieces describing settings, characters and atmosphere.
- Integrate dialogue to convey character and advance the action.
I can include dialogue in my writing to convey character and advance the action.
- Draft and write by accurately précising longer passages.
I can draft and write by accurately précising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.
I can use different techniques to make my writing flow and link paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.**
I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
I can give reasoned feedback on mine and others' work to improve it.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**
I can mark and edit work to have the correct tense throughout.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
I can mark and edit work to have the correct subject and verb agreement.
- Distinguish between the language of speech and writing and choosing the appropriate register.
I recognise differences between the language of speech and writing and can choose sensibly.
- Proof-read for spelling errors linked to spelling statements for year 6.**
I can read work looking for spelling errors and correct them using a dictionary.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Band 6 - Writing

Vocabulary, Grammar & Punctuation



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- Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.**
I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.
I can understand how words are related by meaning as synonyms and antonyms.
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**
I can use the passive to affect the presentation of information in a sentence.
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**
I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- Use the colon to introduce a list and use semi-colons within lists.**
I can use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.**
I can use bullet points to list information.
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
I can use hyphens for clarity e.g. man eating shark or man-eating shark.
- Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.
I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
- Use the perfect form of verbs to mark relationships of time and cause.
I can use the perfect form of verbs to mark relationships of time and cause.
- Use expanded noun phrases to convey complicated information concisely.
I can use expanded noun phrases to explain complicated information simply.
- Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.
I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity.