

Writing Year 6

Skill	Autumn	Spring	Summer
To use imaginative description	- Can use personification appropriately to enhance writing unprompted. - Can use alliteration, similes and metaphors appropriately when prompted and know when they are/ are not appropriate. - In narratives, describe characters and settings.	Can recall the correct terminology for a range of stylistic features and use these within a text where needed (rhetorical questions, repetition, figurative language, metaphor, simile, onomatopoeia etc.)	Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instruction and persuasive writing.) - Can describe settings, characters and atmosphere in narrative
	Can identify power of three within texts and use it in own writing when prompted.	- Can decide when to use power of three appropriately – may not be fully controlled at this stage. - Can use deliberate repetition when prompted.	Can independently group ideas for effect without prompting (e.g. uses pattern of three: exhausted, tired and hungry. Or deliberate repetition: It is clear....it is clear...)
To organise writing appropriately	- Can use paragraphs to organise ideas - Can begin to link paragraphs using adverbials of time (e.g. Later that day, Moments later). - Can begin to link paragraphs using adverbials of place (e.g. Nearby). - Can begin to link paragraphs using adverbials of number (e.g. Secondly). <i>For suggested adverbials, see lend of document</i> - Can introduce and conclude work appropriately. - Can express time, place and cause using a wider range of conjunctions (e.g. For, and, nor, but, or, yet/If, since, as, when, although, while, after, before, until, because, as well as, despite)	- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points) - Can use a wide range of links to connect paragraphs and uses implicit links (e.g. referring back to a point made earlier or forward to more information to come). - Can link paragraphs through deliberate repetition of a word or phrase. - Can link paragraphs through the use of adverbials such as ‘on the other hand’, ‘in contrast’ or ‘as a consequence.’ <i>For suggested adverbials, see lend of document</i> - Can express time, place and cause using a very wide range of conjunctions (e.g. For, and, nor, but, or, yet/If, since, as, when, although, while, after, before, until, because, as well as, despite, whereas, whether, even though, unless, wherever, where.)	Can use a range of devices to link cohesion (e.g. conjunctions, adverbials or time and place, pronouns, synonyms) within and across paragraphs.
	Can plan by noting and develop initial ideas, drawing on reading and research where necessary	Can plan their narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed with support.	Can plan their narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
To use sentences appropriately	Can attempt to use grammatically complex structures with embedded clauses mostly correct (e.g. The little old man, who lived on the hill, decided brave the icy weather.)	Can take own sentence and swap the position of a subordinate clause around with support or prompting.	Can vary the position of subordinate clauses - at the beginning, in the middle and at the end of sentences without prompting.
	Can create complex sentences in own writing by using a relative clause beginning with who, which,	Can use some long sentences and can insert some short sentences into work for	Can vary sentence structure when appropriate and decide when to intermingle with simple structures for effect (e.g.

	whose, that (e.g. Michelle screamed when she saw the spider <i>that dangled from the one clean bathroom towel.</i>)	variation – not controlled at this stage. • Uses some one word sentences.	multiple clauses, short sentences, one word sentences etc.)
	• Can identify active and passive voice within a text.	• Can write in the active voice when prompted. • Can write in the passive voice when prompted.	• Can use the passive and active voice to vary work. E.g. Beautiful giraffes roam the savannah. (Active) The savannah is roamed by beautiful giraffes. (Passive)
To punctuate accurately	- Can use bullet points to list information that continues from a heading e.g. Egyptian men: Were..... - Can use brackets in own writing with support. - Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.	- Can recognise a semi-colon and use it in shared writing. - Can use dashed in own writing with support.	Can use the range of punctuation taught at key stage 2 mostly correctly: -full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -using commas after fronted adverbials -indicating possession by using possessive apostrophe with plural nouns -using and punctuating direct speech -using commas to clarify meaning or avoid ambiguity in writing -using hyphens to avoid ambiguity -using brackets, dashes or commas to indicate parenthesis -using semi-colons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet points correctly
	• Can correctly demarcate and punctuate direct speech with support.	• Can balance speech and dialogue within writing with support.	- Can integrate dialogue in narrative to convey character and advance the action. - Can use inverted commas mostly correctly.
	• Can use comas to clarify meaning or avoid ambiguity in shared writing.(e.g. Let's eat Grandma! Vs Let's eat, Grandma!)	- Can list some words that need a hyphen. - Can use some comas to clarify meaning or avoid ambiguity in own work.(e.g. Let's eat Grandma! Vs Let's eat, Grandma!)	- Can use commas mostly correctly to clarify meaning. - Can make some use of hyphens.
To spell correctly	- Can use the suffixes –ation, -ous - Can use the following prefixes: in-, im-, ir-, sub-, super-, anti-, auto-	- Can convert nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, -ify) - Can use verb prefixes (e.g. dis-, de-, mis-, over- and re-)	• Can add prefixes and suffixes using the spelling rule for adding –s or –es.
	- Can spell common homophones correctly. (their/there/they're etc) - Can use 3-4 letters from the start of a word to check its spelling in a dictionary.	- Can spell some of the Y5/Y6 words correctly - Can spell most Y3/4 words correctly. - Can use a dictionary to check the spelling and meaning of uncommon or ambitious vocabulary. - Can use a thesaurus to select an appropriate synonym with support.	Can spell most words correctly (Y5/Y6) and use a dictionary to check the spelling of uncommon or ambitious vocabulary Can use a thesaurus to select an appropriate synonym.

To present work neatly	- Can write legibly - Can write with increasing speed. - Can ensure that lower and upper case letters not mixed within words and that letters are regular in size.	- Can use correct height for ascenders and descenders - Can ensure all letters – both lowercase and uppercase – are consistently correctly formed.	Can maintain legibility in joined handwriting when writing at speed.
To analyse writing	Can plan and discuss work in detail independently and in group work.	Can take notes from non-fiction and use these in own writing.	Can plan, discuss and complete own work - editing throughout.
	Can suggest specific improvements for work in shared writing using grammatical terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)	Can edit own work to increase the level of sophistication – may need either teacher or peer support to do this effectively – and discuss changes using grammatical terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)	Can edit and improve their own work and that of others on completion and discuss it using grammatical terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)
	Can correct tense choice within a piece of work and explain reasoning.	- Can suggest improvements to sentences which are not grammatically correct. - Can edit own work amending grammatical errors on completion.	Can use verb tenses consistently and correctly throughout their writing.
To write with purpose	Can select the use of verbs (e.g. perhaps, surely) and modal verbs (e.g. might, should, must) to indicate degrees of possibility.	- Can write for a range of purposes. - Can show clear viewpoint throughout a piece of writing with support.	Can use modal verbs mostly appropriately to show viewpoint.
	- Can engage and involve the reader through use of questions, tension, suspense, humour etc. - Can use rhetorical questions for interest where appropriate to engage reader.	- Can use some 'show not tell' within own writing to engage reader. - Can include good level of detail within sentences.	- Can develop ideas through controlled use of 'show not tell.' - Can develop ideas through the controlled use of elaboration or imaginative detail.
	- Can expand noun phrases and use a range of pronouns to avoid repetition (in isolation) - Can use adverbial phrases for precision (in isolation)	Can use adverbs, preposition phrases and expanded noun phrases effectively in own writing to add detail, qualification and precision – with prompting.	Can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision – independently in free writing.
	Can correctly use more complex conjunctions in formal writing (e.g., although, despite, as well as, since).	- Can change vocabulary according to whether the style needs to be formal or informal. Can use specific vocabulary for more formal writing (e.g. find out – discover; ask for – request; go in – enter)	Can 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)
To present work	- Can share their work with awareness of intonation, volume and movement to make most meanings clear. - Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement to make most	- Can share their work with awareness of intonation, volume and movement to make meanings clear. - Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement to make meanings clear (e.g. discussions,	- Can share their work with awareness of intonation, volume and movement to make meanings clear and maintain the interest of the audience - Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement to make meanings

	meanings clear (e.g. discussions, presentations, performances, role play, improvisations and debates.)	presentations, performances, role play, improvisations and debates.)	clear and maintain the interest of the audience (e.g. discussions, presentations, performances, role play, improvisations and debates.)
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Suggested pitch of adverbials:

Of cause/contrast/continuation:

On the other hand, In contrast, As a consequence, Consequently, Understandably, In conclusion, To conclude, However, Thus, Moreover, What is more, On one hand, First of all,

Of time:

Immediately, Meanwhile, During _____ ,

Of frequency:

Frequently, Infrequently, Fortnightly, Constantly, Continually,