# Expectations for writing at year 6

| **Working towards the expected standard** Across a range of writing, I can: | | Aut 1 | | Aut 2 | | Spr 1 | | Spr 2 | | Sum 1 | | Sum 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 |
| use paragraphs to organise ideas | | | | | | | | | | | | | |
| describe settings and characters | | | | | | | | | | | | | |
| use some cohesive devices within and across sentences and paragraphs | | | | | | | | | | | | | |
| use different verb forms mostly accurately | | | | | | | | | | | | | |
| use co-ordinating and subordinating conjunctions | | | | | | | | | | | | | |
| use mostly correctly | capital letters | | | | | | | | | | | | |
| | full stops | | | | | | | | | | | | |
| | question marks | | | | | | | | | | | | |
| | exclamation marks | | | | | | | | | | | | |
| | commas for lists | | | | | | | | | | | | |
| | apostrophes for contraction | | | | | | | | | | | | |
| spell most words correctly (year 3 and 4) | | | | | | | | | | | | | |
| spell some words correctly (year 5 and 6) | | | | | | | | | | | | | |
| produce legible joined handwriting | | | | | | | | | | | | | |

| **Working at the expected standard** Across a range of writing, I can: | | Aut 1 | | Aut 2 | | Spr 1 | | Spr 2 | | Sum 1 | | Sum 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 |
| create atmosphere, and integrate dialogue to convey character and advance the action | | | | | | | | | | | | | |
| select vocabulary and grammatical structures that reflect the level of formality required mostly correctly | | | | | | | | | | | | | |
| use a range of cohesive devices, including adverbials, within and across sentences and paragraphs | | | | | | | | | | | | | |
| use passive and modal verbs mostly appropriately | | | | | | | | | | | | | |
| use a wide range of clause structures, sometimes varying their position within the sentence | | | | | | | | | | | | | |
| use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision | | | | | | | | | | | | | |
| use mostly correctly | inverted commas | | | | | | | | | | | | |
| | commas for clarity | | | | | | | | | | | | |
| | punctuation for parenthesis | | | | | | | | | | | | |
| Make some use of | semi-colons | | | | | | | | | | | | |
| | dashes | | | | | | | | | | | | |
| | colons | | | | | | | | | | | | |
| | hyphens | | | | | | | | | | | | |
| spell most words correctly (year 5 and 6) | | | | | | | | | | | | | |
| maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters | | | | | | | | | | | | | |

| **Working at a greater depth within the expected standard** Across a range of writing, I can: | Aut 1 | | Aut 2 | | Spr 1 | | Spr 2 | | Sum 1 | | Sum 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 |
| write for different purposes and audiences | | | | | | | | | | | | |
| select vocabulary precisely and manipulate sentence structures for different levels of formality | | | | | | | | | | | | |
| choose verb forms for meaning and effect | | | | | | | | | | | | |
| use the full range of punctuation mostly correctly including colons and semi-colons to mark related main clauses | | | | | | | | | | | | |