

<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITINGSKILL</b> 1-  <b>SUPER SPELLER</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Can spell many polysyllabic words containing unstressed vowels 'margarine' , 'separate' , 'definite</li> <li>• Might still make mistakes with homophonesthere/their/they'reor to/too/two</li> </ul>	<ul style="list-style-type: none"> <li>• Can group spellings together according to rule, and then apply these rules to unfamiliar words, e.g. "shun"spellings'where"cian" is'often'the' title of a job,somusician, notmusician</li> <li>• Can spell more complex polysyllabicwords disappeared, 'believed' , 'necessary' , 'special' '</li> </ul>	<ul style="list-style-type: none"> <li>• Words with complex regular patterns are usually spelt correctly</li> <li>• Can build up spellings by syllabic parts using known prefixes, suffixes and common letter strings</li> </ul>
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL</b> 2-  <b>STRUCTURE &amp; ORGANISATION</b>	<ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Précising longer passages</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Within paragraphs, connected sequences of events may be developed around a main sentence</li> <li>• Ideas are sustained and developed with appropriate use of conventions</li> <li>• Use of connectives within a</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate conventions (including layout) are used independently</li> <li>• Ideas are sustained and developed in a logical way – the direction of the planning is evident</li> <li>• Writing is balanced and shows</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is balanced and shows effective reasoning of points raised</li> <li>• The main points are well developed and ideas are organised into a planned and coherent series of paragraphs</li> </ul>

	<p>paragraph to link the sentences H 'secondly' , 'in addition' , 'furthermore'</p> <ul style="list-style-type: none"> <li>• A non-fiction paragraph will have an introductory sentence, followed by approximately 3 further sentences that develop the point</li> <li>• Paragraph structure is controlled to shape a story, e.g. 5 paragraph structure involving a build-up, conflict and resolution</li> </ul>	<p>developing reasoning of points raised – the full range of subject matter is covered well</p> <ul style="list-style-type: none"> <li>• In narrative writing, evidence of manipulation of time for effect, e.g. start a story with a character reflecting on what has already passed</li> <li>• Paragraphs are used to structure plot (5 paragraph structure) showing shifts of time, scene, action, mood or person</li> <li>• A non-fiction paragraph will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and connectives to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Links are made between paragraphs in non-fiction writing - 'As mentioned previously'</li> <li>• In narrative, references to the start of the story may be used to signal a change at the end of the story</li> </ul>
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL 3-</b>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Assessing the effectiveness of their own and others' writing</li> </ul>		
<b>AUDIENCE &amp; PURPOSE</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Some significant interaction between characters through action, description, and characters' responses and character development helps to move the story forward</li> <li>• Characterisation is evident through direct and reported speech</li> <li>• Setting is used to create mood</li> <li>• Some use of stylistic devices, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference to characters, events and settings is varied to avoid repetition</li> <li>• Interaction between characters through action, description and characters responses is evident</li> <li>• Stylistic devices may be used to indicate use of speech e.g. such as, well</li> <li>• Secure use of stylistic devices, e.g. simile, metaphor, alliteration, personification</li> </ul>	<ul style="list-style-type: none"> <li>• Use of setting and weather can be used as a 'sympathetic background' to the characters' situations H-thunderstorm for the dangerous parts with the sun coming out when all is well.</li> <li>• Writing is well paced</li> <li>• Uses a more formal style where appropriate</li> <li>• Writing is well constructed and</li> </ul>

	<p>simile, metaphor, alliteration, personification</p> <ul style="list-style-type: none"> <li>• Viewpoint is established and mainly maintained</li> <li>• Series of logically ordered points with some attempt to justify reasoning</li> <li>• Can write in a given style successfully if they refer to the 'Tricks of the Trade'</li> <li>• Show an attempt at adopting the appropriate tone for a style</li> <li>• May directly address the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation for the reader may be evident in an introduction which establishes context and purpose of the piece and attempts to engage the reader's attention</li> <li>• Clear and consistent viewpoint/tone is established and controlled</li> <li>• Stylistic devices are used to engage the audience e.g. repetition for effect, direct address to audience</li> <li>• Can write in a given style, i.e. they know the 'Tricks of the Trade'</li> </ul>	<p>shows a secure grasp of the chosen genre</p> <ul style="list-style-type: none"> <li>• Characters are developed and direct and reported speech used to move the story forward</li> </ul>
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<p>WRITING SKILL 4-</p> <p><b>WORDS, WORDS, WORDS</b></p>	<ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Words are chosen for deliberate effect (stationary rather than stopped)</li> <li>• Vocabulary choices are more thoughtful</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use adventurous vocabulary contributes to the effectiveness of the writing – e.g. using a thesaurus to seek out an effective (and appropriate) alternative</li> <li>• Assertive use is made of the characteristic language of the chosen text type</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is varied, imaginative and appropriate including use of technical and specific words</li> </ul>
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<p>WRITING SKILL 5-</p> <p><b>GRAMMAR</b></p>	<ul style="list-style-type: none"> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>		

- Ensuring correct subject and verb agreement when using singular and plural
- Learning the grammar for years 5 and 6 in English Appendix 2
- Distinguishing between the language of speech and writing and choosing the appropriate register
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Proof- read for spelling and punctuation errors
- Using brackets, dashes or commas to indicate parenthesis
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses
  - Using passive verbs to affect the presentation of information in a sentence
  - Using a colon to introduce a list
  - Using the perfect form of verbs to mark relationships of time and cause
  - Punctuating bullet points consistently
  - Using expanded noun phrases to convey complicated information concisely

**STEPS TO SUCCESS**

<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
<ul style="list-style-type: none"> <li>• Complex sentences sometimes clarify relationships in time and place</li> <li>• Sentence structure is more varied</li> <li>• Uses a range of connectives to signal time e.g. therefore/ consequently, despite, initially and to indicate emphasis, e.g. furthermore, most importantly</li> <li>• Sub-ordinate clauses are attempted to add information, to provide additional information for the reader</li> <li>• Is able to correctly punctuate speech the majority of the time</li> <li>• Commas are used more accurately to separate clauses</li> <li>• Secure apostrophe for omission and possession</li> <li>• Begin to use brackets</li> </ul>	<ul style="list-style-type: none"> <li>• A subordinate clause is added accurately to the text to give reasons or to explain</li> <li>• Some further control of complex sentences is evident showing an understanding of how clauses can be manipulated to achieve different effects</li> <li>• Varied and different types of sentence connectives are used appropriately, imposing order and control on the sentence</li> <li>• Pronouns and tenses are consistently accurate throughout all pieces of writing</li> <li>• Secure use of commas to mark phrases or clauses within a sentence</li> <li>• Begins to use a wider range of</li> </ul>	<ul style="list-style-type: none"> <li>• As well as using subordinate clauses successfully, the writing uses semi-colons to manipulate the sentence structure for effect</li> <li>• Use of the passive voice, particularly in non-fiction texts, to avoid repetition at the start of sentences, e.g. 'Meat is eaten by the tigers, rather than Tigers eat meat.</li> <li>• Range of punctuation is used almost always correctly e.g.; brackets, dashes, colons, ellipsis</li> <li>• Can make a decision when to use brackets, hyphens or commas to add parenthesis</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to use a colon before a list</li> </ul>	<p>punctuation e.g. dashes or semi-colons</p> <ul style="list-style-type: none"> <li>• Punctuation within a sentence is always accurate</li> <li>• Layout of dialogue is 100% accurate</li> </ul>	
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
WRITING SKILL 6-	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>		
<b>HANDWRITING</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	Handwriting style is fluent, joined and legible.		Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.