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| **Year 6 Writing Skills** |
| **Composition**  |
| **Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own**  |
| **In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.**  |
| **Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).**  |
| **Ensures the consistent and correct use of tense throughout a piece of writing.**  |
| **Proof-reads effectively for spelling and punctuation errors.**  |
| Makes notes and develops initial ideas, drawing on reading and research where necessary  |
| When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.  |
| Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.  |
| Integrates dialogue to convey character and advance the action.  |
| Can shape and précis longer passages to adapt material appropriately for selected form.  |
| Uses a wide range of devices to build cohesion within and across paragraphs.  |
| Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).  |
| Assesses the effectiveness of their own and others’ writing.  |
| Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  |
| Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register  |
| **Vocab spelling and punctuation**  |
| **Uses the colon to introduce a list and uses semi-colons within lists.**  |
| **Punctuates bullet points when listing information.**  |
| **Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).**  |
| **Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').**  |
| **Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).**  |
| Uses the colon to introduce a list and uses semi-colons within lists  |
| Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').  |
| Uses linking 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.  |
| Use a wide range of clause structures, varying their position within the sentence.  |
| Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).  |
| **Transcription/spelling**  |
| **Uses dictionaries to check the spelling and meaning of words.**  |
| Uses further prefixes and suffixes and understands the guidelines for adding them.  |
| Spells some words with ‘silent’ letters, e.g. knight, psalm, solemn.  |
| Continues to distinguish between homophones and other words which are often confused.  |
| Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1  |
| Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.  |
| Uses a thesaurus.  |
| **Transcription/ handwriting**  |
| Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.  |
| Decides, as part of their personal style, whether or not to join specific letters.  |
| Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).  |
| Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).  |