

YEAR SIX:

PLANNING, DRAFTING, EVALUATING,
EDITING AND PROOF-READING

NATIONAL CURRICULUM

- Plan writing by identifying the audience and purpose of the writing.
- **Develop setting, characters and plot in narrative writing:** Use dialogue to advance the action and/or reveal new information.
- **Develop setting, characters and plot in narrative writing:** Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
- **Develop setting, characters and plot in narrative writing:** Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.
- Make appropriate choices of grammar and vocabulary to clarify and enhance meaning.
- Use a dictionary and thesaurus to check word meaning and appropriateness.
- Summarise longer passages to clarify and enhance meaning.
- Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject - verb agreement and register, to enhance effects and clarify meaning.
- Proofread for spelling and punctuation errors.

WORKING DEEPER

- Audience and purpose are adapted and enhanced by the distinctive and independent voice of the writer.
- Evaluate and edit writing independently showing an awareness of the audience in editing choices made.

SPELLING & HANDWRITING

NATIONAL CURRICULUM

- **The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including:** Accurate spelling of most prefixes and suffixes.
- **The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including:** Accurate spelling of most words with silent letters.
- **The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including:** Accurate spelling of most homophones and other words which are often confused.
- **The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including:** Accurate spelling of most words that need to be specifically learnt (see appendix).
- Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.

APPLYING VOCABULARY, GRAMMAR
& PUNCTUATION

NATIONAL CURRICULUM

- **Writing demonstrates appropriate use of:** Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases, e.g. a glimpse of a lady's ankle; Just hear me out – all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP).
- **Writing demonstrates appropriate use of:** Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas, e.g. The house, which stood on the corner of the street, was derelict; The only communication (that) we were allowed to use was eye contact.
- **Writing demonstrates appropriate use of:** Varied verb forms used effectively in all written work: progressive, simple past, present, future and perfect form, e.g. I have written it down so that we can check what he said. (present perfect).
- **Writing demonstrates appropriate use of:** Vocabulary and grammatical choices to suit both formal and informal situations (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 you").
- **Mostly appropriate use of:** Modal verbs and adverbs to indicate degrees of possibility, probability and certainty, e.g. Their performance will be cursed; They could clearly see inside; Should I risk it?; We won't, but you might; Maybe you could do that.
- **Mostly appropriate use of:** The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud.
- **A range of punctuation is used, mostly accurately, including:** brackets or commas to indicate parenthesis.
- **A range of punctuation is used, mostly accurately, including:** commas to clarify meaning or avoid ambiguity.
- **A range of punctuation is used, mostly accurately, including:** Inverted commas.
- **Some accurate use of:** colons to introduce lists and semi-colons to separate items within lists.
- **Some accurate use of:** Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- **Some accurate use of:** Dashes to indicate parenthesis.
- **Some accurate use of:** hyphens to avoid ambiguity.
- Consistent punctuation of bullet points.

WORKING DEEPER

- An ability to manage shifts in levels of formality by manipulating grammatical structures and by selecting vocabulary precisely.
- Accurate selection of varied verbs forms for meaning and effect.
- The full range of punctuation taught at KS2 is used accurately, including colons and semi-colons to mark the boundary between independent clauses mostly correctly.

STRUCTURING
& ORGANISING
TEXTS

NATIONAL CURRICULUM

- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.
- Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials and ellipsis).
- Precise longer passages appropriately.
- Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
- Use appropriate choice of tense to support whole text cohesion and coherence.