



Year Six Writing Expectations – updated November 2022

Composition	Oracy & Vocabulary	Sentence Structure	Grammar	Spelling	Handwriting
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	Uses wide range of vocabulary collected from reading and other sources which is considered and reflects purpose & genre	Use of subjunctive form in formal speech and writing to express a wish, a demand, or a suggestion "If I were you..." "I wish you would..." "I demand..." "They insisted..."	Use the perfect form of verbs to mark relationships of time and cause. Past perfect – <i>He had gone out to play.</i> Future perfect – <i>He will have gone out to play</i>	Spell correctly most of the words from the year 5 and year 6 spelling list including spelling most words correctly	Write using a cursive script.
Use a range of planning formats, choosing a preferred style independently.	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).	Use of active and passive voice (verbs) to affect the presentation of information in a sentence	Use verb tenses correctly throughout their writing	Use any dictionary thesaurus or any other classroom resource to spell words correctly	Maintain legibility in joined handwriting when writing at speed.
Draft writing to experiment with grammar, vocabulary and sentence structure for different purposes.			Apply previously taught grammar – expanded noun phrases, adverbials multi-clause sentences etc. appropriately and precisely for audience & purpose		
Proof read for errors in spelling and punctuation & edit to improve					
Independently describe settings, characters and atmosphere within narratives.	Text Structure	Sentence structures are adapted by re-ordering or embedding clauses and use different sentence lengths to create effects	Greater Depth	Spelling is 98% accurate	Greater Depth
Integrate dialogue to convey character and advance the action (describe a character's thoughts, feeling, traits & move the story on).	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs <i>On the other hand, The opposing view, Similarly, In contrast, Although, Additionally, Another possibility, As a consequence.</i>	Uses multi-clause sentences, simple, compound, complex, statements, commands and questions	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
		Openings explicitly link to endings in narrative and non-fiction	Sentence Structure Greater Depth	Punctuation	
		Distinguish between the language of speech and writing and choose the appropriate register	Use hyphens to avoid ambiguity.		
			Use semi-colons, colons or dashes to mark boundaries between independent clauses. Introducing a list or power of three		
Greater Depth	Text Structure Greater Depth		use the range of punctuation taught at key stage 2 mostly correctly [^] (e.g. inverted commas & other punctuation to indicate direct speech)		
			Punctuation Greater Depth		
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for own writing – literary lang, characterisation, structure	Paragraphs are clearly constructed and help to guide the reader through the text – in narrative they support plot structure and signal changes in time, place and events.		Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. [^]		

