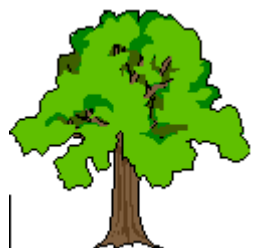


Wombwell Park Street Primary School

Age Related Expectations in Writing

Year 6

Date and Text Type:	
Autumn	Use a dictionary and thesaurus independently and accurately
	Recap of suffixes and spelling patterns: ing, est, er, ed, y, ant, tion, ful, ment, ly, en, ous, ness
	Use homophones principal/principle bridal/bridle proceed/precede weary/wary
	Use verb tenses consistently and correctly throughout writing
	Consolidate Year 5 use of expanded noun phrases to convey complicated information, adding details
	Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses
	Think of and use synonyms and antonyms using alternative word choices to make writing interesting and avoid repetition
	Show mostly accurate use of subject verb agreements for simple and progressive verbs
	Achieve cohesion throughout a text through the use of conjunctions, adverbials of time and place, synonyms and pronouns within and across paragraphs
	Proof read for errors linked to taught Year 6 spelling, punctuation and grammar.
	In narratives, describe settings, characters and atmosphere
Spring	Write joined, legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.
	Read and spell words with: letter string ough, sh spelt -ti or -ci, sh spelt -si or -ssi, and know that adding a suffix can change a y to an i
	Use homophones morning/mourning compliment/complement assent/ascent draft/draught
	Integrate dialogue to advance action and convey character
	Use modal verbs (might should would must will) or adverbs (perhaps, surely) to indicate degrees of possibility.
	Use colons and semi-colons to punctuate detailed lists.
	Use hyphens in own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence.
	Write with decreasing scaffolding for a range of purposes and audiences.
Summer	Mostly appropriately select vocabulary and grammatical structures that reflect what the writing requires
	Use homophones advice/advise practice/practise device/devise license/licence
	Spell correctly most words from Y6 spelling list
	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
	Use passive verbs to affect the presentation of information in a sentence (e.g. the cake was eaten by the child/ the child ate the cake)
	Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
	Ensure appropriate use of vocabulary typical to informal and formal speech and writing e.g. (find out/discover, ask for/request go in/enter)
	Use the subjunctive form when appropriate e.g. formal tone
	Write effectively the genre taught with the appropriate vocabulary and style to fit the purpose and audience
	Write a condensed version of a text



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Age Related Expectations in Writing

Year 6

GDS	<i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>
	<i>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.</i>
	<i>Write effectively for a rangr of purposes and audiences, selecting the most appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</i>
	<i>Distinguish between the language of speech and writing and choose the appropriate register.</i>