

Year 6 – Writing Objectives

Working towards the expected standard	
	The pupil can write for a range of purposes.
	using paragraphs to organise ideas.
	In narrative, describing settings and characters.
	In non-narrative writing, use simple devices to structure the writing and support the reader. [For example, paragraphs, headings, bullet points, underlining]
Using mostly correctly	capital letters, full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
	Spelling most words correctly* (years 3 and 4)
	Spelling some words correctly* (years 5 and 6)
	Producing legible joined handwriting.
Working at the expected standard	
	Write effectively for range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of a first person in a diary, direct address in instructions and persuasive writing.
	In narratives, describe setting, characters and atmosphere.
	Integrate dialogue in narratives to convey character and advance the action.
	select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately e.g., ,
	e.g. using contracted forms in dialogue in narrative
	e.g. using passive verbs to effective how information is presented
	e.g. using modal verbs to suggest degrees of possibility.
	To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pro-nouns, synonyms) within and across paragraphs.
	Use verb tenses consistently and correctly throughout their writing.
	Use a range of punctuation taught at KS2 mostly correctly
Using a range of punctuation taught as KS2 mostly correctly	e.g. inverted commas and other punctuation to indicate indirect speech.
	e.g. punctuation for parenthesis
	e.g. semi colons
	e.g. dashes
	e.g. colons
	e.g. hyphens
	Spell most words correctly* (years 5 and 6)
	Use a dictionary to check the spelling of uncommon and more ambitious vocabulary.
	Maintain legibility in joined handwriting when writing at speed.
Working at greater depth within the expected standard	
	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language, characterisation and structure.
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the full range of punctuation taught at key stage 2 correctly e.g. colons, semi-colons, dashes and hyphens and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity.