

Year 6 Writing - From the National Curriculum

Spelling	B	B+	D	D+	S	S+	Composition	B	B+	D	D+	S	S+	Vocabulary, Punctuation and grammar	B	B+	D	D+	S	S+
1. Continue to distinguish between homophones and other words which are often confused							1. Identify the audience for and purpose of the writing.							1. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms						
2. Use dictionaries to check the spelling and meaning of words							2. Select the appropriate form and use other similar writing as models for their own							2. Use passive verbs to affect the presentation of information in a sentence						
3. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary							3. Note and develop initial ideas, drawing on reading and research where necessary							3. Use the perfect form of verbs to mark relationships of time and cause						
4. Use a thesaurus							4. In writing narratives, consider how authors have developed characters in what pupils have read, listened to or seen performed							4. Use expanded noun phrases to convey complicated information concisely						
5. (Revisit) Spell words ending in -able/-ably, -ible/-ibly							5. In writing narratives, consider how authors have developed settings in what pupils have read, listened to or seen performed							5. Use modal verbs (eg. might, should) or adverbs (eg. perhaps, surely) to indicate degrees of possibility						
6. Add suffixes beginning with vowel letters to words ending in -fer							6. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning							6. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun						
7. Spell words with the endings -cious or -tious							7. In narratives, describe settings, characters and atmosphere							7. Use commas to clarify meaning or avoid ambiguity in writing						
8. (Revisit) Spell words with the letter string ough							8. In narratives, integrate dialogue to convey character and advance the action							8. Use brackets, dashes or commas to indicate parenthesis						
9. Spell words with the endings -tial and -cial							9. Précis longer passages							9. Punctuate bullet points consistently						
10. Spell words ending in -ant/-ance/-ancy and -ent/-ence/-ency							10. Use a wide range of devices to build cohesion within and across paragraphs							10. Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing						
11. Spell most words from the year 5/6 list accurately.							11. Use further organisational and presentational devices to structure text and to guide the reader							11. Recognise and explore how words are related by meaning as synonyms and antonyms						
12. Apply spelling rules in independent writing with some consistency							12. Assess the effectiveness of their own and others' writing							12. Use the passive voice to affect the presentation of information in a sentence						
13. Proofread own work for spelling errors and correct them							13. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							13. Use the different structures typical of informal speech and writing such as question tags (e.g. He's your friend, isn't he?)						
Handwriting	B	B+	D	D+	S	S+	14. Ensure the consistent and correct use of tense throughout a piece of writing							14. Use the different structures typical of formal speech and writing such as the use of subjunctive forms (e.g. If I were..., Were they to come..)						
1. Writing is consistently legible and fluent.							15. Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register							15. Link ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as on the other hand, in contrast) and ellipsis						
2. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters							16. Proofread for spelling and punctuation errors							16. Use layout devices (e.g. headings, sub-headings, columns, bullet points, tables) to structure text						
							17. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.							17. Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)						
52 Year 3 Objectives in total 12 Key Objectives	B	B+	D	D+	S	S+								18. Use colons to introduce a list and semi-colons within lists						
The 6 divisions against each statement are an indication of the depth of pupil understanding, not the number of times observed!	21✓	42✓	63✓	82✓	103✓	123✓								19. Use correctly punctuated bullet points to list information						
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas.							inc ALL Key Obj with 6 ✓							20. Use hyphens to avoid ambiguity (e.g. man eating shark or man-eating shark, recover or re-cover)						