



Writing expectations

Year 6

Working towards the expected standard			
The pupil can:			
Write for a range of purposes			
Use paragraphs to organise ideas			
In narrative: describe settings and characters			
In non-narrative: use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)			
Use mostly correctly:	• capital letters		
	• full stops		
	• question marks		
	• exclamation marks		
	• commas for lists		
	• apostrophes for contraction		
Spell most words correctly (Year 3 & 4)			
Spell some words correctly (Year 5 & 6)			
Produce legible handwriting			

Working at the expected standard			
The pupil can:			
Write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)			
In narrative:	• describe settings		
	• describe characters		
	• create atmosphere		
	• integrate dialogue to convey character and advance the action		
Select vocabulary and grammatical features that reflect what the writing requires, doing this mostly appropriately, including:	• use contracted forms in dialogue		
	• use passive verbs to affect how information is presented		
	• use modal verbs to suggest degrees of possibility		
Use a range of devices to build cohesion within and across paragraphs, including:	• a range of conjunctions		
	• adverbials of time		
	• adverbials of place		
	• pronouns		
	• synonyms		
Use verb tenses consistently and correctly throughout writing			



Writing expectations

Year 6

Working at the expected standard (continued)

The pupil can:

Write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)

Use mostly correctly:	• inverted commas			
	• apostrophes to mark plural possession			
	• commas to clarify meaning or avoid ambiguity			
	• punctuation for parenthesis			
	• semi-colons			
	• dashes			
	• colons			
	• hyphens			
Spell most words correctly* (year 5 and 6), including words with silent letters				
Independently use a dictionary to check the spelling of uncommon or more ambitious vocabulary				
Independently use a thesaurus to select precise vocabulary				
Distinguish between common homophones and other words which are often confused				
Use a range of prefixes and suffixes and understand the guidance for adding them				
Self and peer assess writing, suggesting changes to vocabulary, grammar and punctuation				
Maintain legibility in joined handwriting when writing at speed				

Working at greater depth

The pupil can:

Write effectively for a range of purposes and audiences:	• selecting the appropriate form			
	• drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, 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 range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity				