

In Year 6 Writing, the children will be taught the following objectives:

Use basic punctuation consistently and when appropriate (Full stops, capital letters, question marks, commas for lists and apostrophes for contraction)

Use inverted commas and related punctuation to indicate direct speech.

Use semi colons correctly some of the time

Use colons correctly some of the time

Use punctuation for parenthesis (brackets, dashes or commas)

Use hyphens to avoid ambiguity (e.g. man eating shark / man-eating shark)

Use verb tenses consistently and correctly throughout my writing

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately when needed (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)

Think of and develop through independent planning choices my own ideas for writing including conducting my own research

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

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Use a wide range of clause structures, sometimes varying their position within a sentence

In narratives I describe setting, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the actions

Use a dictionary/thesaurus to edit and improve my work.

Proof-read and edit my writing for accurate spelling, punctuation, tense and subject-verb agreement when using singular and plural

Maintain legibility in joined handwriting when writing at speed.

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 my 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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity