

Year 6 Writing

<p>Transcription – spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none"> • The pupil can spell most year 5 and year 6 common exception words correctly
<p>Handwriting</p>	<ul style="list-style-type: none"> • The pupil maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
<p>Composition – Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<ul style="list-style-type: none"> • The pupil can write for a range of purposes and audiences (including writing a short story) • The pupil can create atmosphere, and integrate dialogue to convey character and advance the action
<p>Vocabulary, punctuation and grammar</p>	<ul style="list-style-type: none"> • The pupil can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens • The pupil can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly • The pupil can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs • The pupil can use passive and modal verbs mostly appropriately. <ul style="list-style-type: none"> ○ Modal verbs: <i>can, could, may, might, must, ought, shall, should, may, will, would</i> ○ Passive voice: The boy was attacked by the snake. <i>The boy was attacked</i> instead of the snake attacked the boy. • The pupil can use a wide range of clause structures, sometimes varying their position within the sentence. E.g. <ul style="list-style-type: none"> ○ <i>Jimmy was good at football because his dad taught him lots of tricks.</i> ○ <i>Because his dad taught him lots of tricks, Jimmy was good at football.</i> ○ <i>Last night, at the leisure centre, Jimmy was good at football because his dad-a football coach-taught him lots of tricks.</i> • The pupil can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision <ul style="list-style-type: none"> ○ Prepositions: <i>down, through, next to, under, over, between, in spite of, as for, along with, in</i> ○ Adverbs: <i>beautifully, enthusiastically, finally, carefully, cautiously, viciously, ferociously</i> ○ Expanded noun phrases: <i>Long-bearded old man. The rusty car with yellow wheels</i>

