

Name:						
Year 6 Writing statements:						
• Write for a range of purposes						
• Use paragraphs to organise ideas						
• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points)						
• In narratives, describe settings and characters						
• Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly						
• Spell correctly most of the words from the Year 3 4 spelling list and some from the Y 5/6 spelling list						
• Write legibly						
• 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 address in instructions and persuasive writing)						
• in narratives, describe settings, 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 mostly appropriately (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)						
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
• use verb tenses consistently and correctly throughout their writing						
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)						
• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
• maintain legibility in joined handwriting when writing at speed.						
• 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, structure)						
• distinguish between the language of speech and writing ³ 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.						

