

## YEAR 6 WRITING

### During Year 1 a child will perform the following:

#### Composition

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own.
- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- Can describe settings, characters and atmosphere.

#### SPaG

- Uses dictionaries to check the spelling and meaning of words.
- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and Writing (e.g. find out - discover; ask for - request; go in - enter).
- Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)').
- Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
- Uses the colon to introduce a list.
- Punctuates bullet points to list information.

### By the end of Year 1 they will:

#### With reference to the KPIs

- By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.
- A child can:
  - consciously control the structure of sentences in writing and understand why sentences are constructed as they are;
  - generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;
  - adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally);
  - create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;
  - demonstrate a mastery of language through public speaking, performance and debate;
  - apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and
  - draw on their knowledge of morphology and etymology to spell correctly.