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| **Writing targets for Year 6** | **Pupil** | **Teacher** |
| **In narratives, describe:** |  |
| Settings |  |  |
| Characters |  |  |
| Atmosphere |  |  |
| Integrate dialogue to convey character and advance the action  |  |  |
| **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g.** |
| Contracted forms in dialogues in narrative |  |  |
| Passive verbs to affect how information is presented |  |  |
| Modal verbs to suggest degrees of possibility |  |  |
| **Use a range of devices to build cohesion within and across paragraphs e.g.:** |
| Conjunctions |  |  |
| Adverbials of time and place |  |  |
| Pronouns |  |  |
| Synonyms |  |  |
| Use verb tenses consistently and correctly throughout  |  |  |
| **Use the range of punctuation taught at key stage 2 mostly correctly:** |
| Commas to mark clauses  |  |  |
| Apostrophes for omission and possession  |  |  |
| Inverted commas for direct speech or quotations |  |  |
| Brackets, dashes and commas to indicate parenthesis |  |  |
| Commas for lists |  |  |
| Semi colon, colon and dash to mark the boundaries between independent clauses  |  |  |
| Colons to introduce lists |  |  |
| Bullet points |  |  |
| Hyphens |  |  |
| Spell correctly **most** (80%) words from the year 5 / year 6 spelling list  |  |  |
| Use a dictionary to check the spelling of uncommon or more ambitious vocabulary |  |  |
| Maintain legibility in joined handwriting when writing at speed  |  |  |

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| **Greater Depth** | **Pupil**  | **Teacher** |
| Understand that the spoken language is different to the written language and choose the correct form for writing. |  |  |
| Show control over levels of formality – choosing correct grammar and vocabulary to show more formal pieces of writing.Formal: modal verbs, passive, semi-colon / colon to join independent clauses, technical vocabularyInformal: question tags, contractions, slang expressions, shift to 2nd person, dash to introduce a thought |  |  |
| Use the full range of punctuation precisely and to enhance meaning – make deliberate choices for effect in your writing. |  |  |
| Show understanding of a range of types of writing for different audiences and purposes – use your reading as a model for good writing (characterisation, use of language, ideas for writing structure) |