

What I need to know: Writing Y6



Name:

Class:

As well as neatly joined writing at speed, you need to show these things by the end of Year 6.

| What I will show in a range of texts | ✓ | Start | End |
|---|---|-----------------------|-----------------------|
| 1. Every sentence starts with capital letter and ends with either a full stop (.), a question mark (?) or an exclamation mark (!). A capital letter is used for pronouns. | | <input type="radio"/> | <input type="radio"/> |
| 2. Commas to divide items in a list, after a fronted adverbial and to divide main and subordinate clauses. | | <input type="radio"/> | <input type="radio"/> |
| 3. Apostrophes used to show omission of letters or possession. | | <input type="radio"/> | <input type="radio"/> |
| 4. Additional information placed within parenthesis (brackets, commas or dashes). | | <input type="radio"/> | <input type="radio"/> |
| 5. Hyphens used to join words, eg ocean-blue eyes. | | <input type="radio"/> | <input type="radio"/> |
| 6. Direct speech correctly punctuated within inverted commas with a comma, question mark or exclamation mark ending the direct speech. | | <input type="radio"/> | <input type="radio"/> |
| 7. Main clauses linked with a conjunction , a semi-colon (;), colon (:) or a dash (-). | | <input type="radio"/> | <input type="radio"/> |
| 8. Correct and consistent use of an appropriate tense , with regular and irregular verb endings used correctly. | | <input type="radio"/> | <input type="radio"/> |
| 9. Subject / verb agreement for singular and plurals. | | <input type="radio"/> | <input type="radio"/> |
| 10. Use of correct homophones . there / their / they're your / you're are / our whether / weather where / wear | | <input type="radio"/> | <input type="radio"/> |
| 11. A well-paced, clearly sequenced structure with a new paragraph for each change of time, place, topic or speaker. | | <input type="radio"/> | <input type="radio"/> |
| 12. A variety of simple, compound and complex sentences , including relative clauses and relative pronouns . | | <input type="radio"/> | <input type="radio"/> |
| 13. A wide range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials, pronouns and prepositional phrases . | | <input type="radio"/> | <input type="radio"/> |
| 14. A range of text appropriate devices to progress writing, eg show not tell, figurative language, dialogue, persuasive devices, adverbs, passive and modal verbs . | | <input type="radio"/> | <input type="radio"/> |
| 15. Appropriate levels of formality for the purpose and audience . | | <input type="radio"/> | <input type="radio"/> |
| 16. The viewpoint of the writer, narrator or character remains consistent and controlled. | | <input type="radio"/> | <input type="radio"/> |
| 17. Ambitious vocabulary, including technical/topic specific vocabulary, used thoughtfully, precisely and for deliberate effect. | | <input type="radio"/> | <input type="radio"/> |
| 18. Correct spelling of homophones , high frequency words, Y3-6 statutory words and correct use of prefixes and suffixes . | | <input type="radio"/> | <input type="radio"/> |
| 19. Evidence of evaluation and redrafting that has led to improvement. | | <input type="radio"/> | <input type="radio"/> |

| Opportunities to support writing |
|---|
| <ul style="list-style-type: none"> • Ask & answer questions about the use of grammar in the text • Ask and answer questions about the structure of the text (clauses, sentences and paragraphs) • Curriculum – writing opportunities in other subjects each week • Extended Learning – writing competitions |

Respect

Responsibility

Reflection

Resilience