



Legrave Primary School

Year 6 EEE

Subject: Writing

Legrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

| Yr 6 | Emerging | Expected | Exceeding |
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| Spelling | Spell word endings which sound like "shush" spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious | Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference | Consistently applies spelling rules from previous years. |
| | Spell word endings which sound like "shil" spelt -cial or -tial e.g. official, partial | Use prefixes involving the use of a hyphen co-ordinate, re-enter | |
| | Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance | Distinguish between homophones and other words which are often confused, see English Appendix 1 | |
| | Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly | Use dictionaries to check the spelling and meaning of words | |
| | Spell words containing the letter-string "ough" e.g. bought, rough, through, bough | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1 | |
| | Spell some words with "silent" letters e.g. knight, psalm, solemn | Use a thesaurus with confidence. | |
| | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1 | | |
| | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary | | |
| | Use a thesaurus | | |
| Handwriting | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| | Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task | Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task | Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task |
| Composition | Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own | Plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own | Write for a wide range of purposes and audiences, including well-structured formal expository and narrative essays |
| | Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary | Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary | Write for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing |
| | Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed | Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed | Write for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations |
| | Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2 | Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning | Write for a wide range of purposes and audiences, including a range of other narrative and non-narrative texts, including arguments, and personal and formal letters |
| | Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character | Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | Write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material, and supporting ideas and arguments with any necessary factual detail |
| | Draft and write by précising longer passages | Draft and write by accurately précising longer passages | Write accurately, fluently, effectively and at length for pleasure and information through applying his/her growing knowledge of vocabulary, grammar and text structure to his/her writing and selecting the appropriate form |
| | Draft and write by using devices to build cohesion within a paragraph, e.g. then, after that, this, firstly | Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis | Write accurately, fluently, effectively and at length for pleasure and information through drawing on knowledge of literary and rhetorical devices from his/her reading and listening to enhance the impact of his/her writing |
| | Draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby and number, e.g. secondly or tense choices, e.g. he had seen her before | Draft and write by using organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables | Plan, draft, edit and proof-read through considering how his/her writing reflects the audiences and purposes for which it was intended |

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| | Draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining | Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning | Plan, draft, edit and proof-read through amending the vocabulary, grammar and structure of his/her writing to improve its coherence and overall effectiveness |
| | Evaluate and edit by assessing the effectiveness of his/her own and others' writing | Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, see English Appendix 2 | Plan, draft, edit and proof-read through paying attention to accurate grammar, punctuation and spelling |
| | Proof-read for spelling errors linked to spelling statements for year 5 | Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing | |
| | Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity | Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | |
| | Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Proof-read for spelling errors linked to spelling statements for year 6 | |
| | | Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens | |
| | | Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear | |
| Vocabulary, Punctuation and Grammar | Convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify | Understand 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 | Consolidate and build on his/her knowledge of grammar and vocabulary through extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts |
| | Understand verb prefixes, e.g. dis-, de-, mis-, over- and re- | Understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little | Consolidate and build on his/her knowledge of grammar and vocabulary through studying the effectiveness and impact of the grammatical features of the texts he/she reads |
| | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | Use the passive 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) | Consolidate and build on his/her knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from his/her reading and listening, and using these consciously in his/her writing and speech to achieve particular effects |
| | Indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must | Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as "If I were" or "Were they to come" in some very formal writing and speech | Consolidate and build on his/her knowledge of grammar and vocabulary through knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English |
| | Use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly | Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis | Consolidate and build on his/her knowledge of grammar and vocabulary through using Standard English confidently in his/her own writing and speech |
| | Link ideas across paragraphs using adverbials of time, e.g. late; place, e.g. nearby and number, e.g. secondly or tense choices, e.g. he had seen her before | Use layout devices, e.g. headings, sub-headings, columns, bullets, or tables, to structure text | Consolidate and build on his/her knowledge of grammar and vocabulary through discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology |
| | Use brackets, dashes or commas to indicate parenthesis | Use the semi-colon, colon and dash to mark the boundary between independent clauses, e.g. It's raining; I'm fed up | |
| | Use commas to clarify meaning or avoid ambiguity | Use the colon to introduce a list and use of semi-colons within lists | |
| | Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity | Use bullet points to list information Understand how hyphens can be used to avoid ambiguity, e.g. man eating shark versus man-eating shark, or recover versus re-cover | |
| | | Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points | |