

Year 6: Writing

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key Performance Indicator	Performance standard
<p>Transcription</p> <ul style="list-style-type: none"> • <i>Uses dictionaries to check the spelling and meaning of words.</i> <p>Handwriting</p> <ul style="list-style-type: none"> • <i>Sustains appropriate style and fluency throughout writing, including adapting to the purpose for writing e.g quick legible notes, formal letters etc.</i> <p>Composition: Composition and Effect</p> <ul style="list-style-type: none"> • <i>Identifies the audience for, and purpose of, the writing.</i> • <i>Selects the appropriate form and uses other similar writing as models for their own composition.</i> • <i>Ensures the consistent and correct use of tense throughout a piece of writing.</i> • <i>Can describe settings, characters and atmosphere.</i> <p>Composition: Text Structure and Organisation</p> <ul style="list-style-type: none"> • <i>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).</i> <p>Composition: Sentence Structure</p> <ul style="list-style-type: none"> • <i>Draws on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description.</i> <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • <i>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter).</i> • <i>Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)').</i> • <i>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</i> • <i>Uses the colon to introduce a list.</i> • <i>Punctuates bullet points to list information.</i> • <i>Proof-reads for spelling and punctuation errors.</i> 	<p>With reference to the KPIs</p> <p>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.</p> <p>A child can:</p> <ul style="list-style-type: none"> • 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; • draw on their knowledge of morphology and etymology to spell correctly.