

Writing National Curriculum Ladder - Year 6

Pre-requisite expectations: On entry to Year Six it is expected that children can identify the intended purpose and audience of their writing, using models they have read to help them understanding the purpose of their own work. With support and direction, they can note ideas from reading and research to include in their writing. Writing is effective across a range of genres and text types. Settings, atmospheres and characters are described and developed in narratives. In non-narrative writing, taught organisational markers are used correctly to organise and guide the reader. Sentences are generally correctly punctuated using the range of punctuation taught up to Y5. Cohesion is created within and across paragraphs through pronouns, adverbials and conjunctions. They are able to make accurate corrections and successful improvements when editing their work. Handwriting is legible and joined. Spelling is generally accurate, including of taught anomalous words, homophones, prefixes and suffixes. Children are able to sustain their quality of grammar, punctuation and spelling over 4 or more paragraphs.			
	Working Towards	Expected Standard	Greater Depth
Transcription - Spelling	<p>Spell correctly most words from the y3/4 spelling list and some words from the y5/6 spelling list</p> <p>Can navigate an age appropriate dictionary, sometimes needing support to locate the second/third letter.</p> <p>Most prefixes and suffixes from the y3/4 spelling appendix are used correctly and some from the y5/6 list are used.</p> <p>Most homophones from the y3/4 spelling appendix are used correctly and some from the y5/6 list are used.</p> <p>Can use an apostrophe for contractions and singular possession in most cases. Can sometimes independently use an apostrophe for plural possession.</p>	<p>Spell correctly most words from the y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Prefixes and suffixes that have been taught are mostly used correctly (y5/6 spelling appendix)</p> <p>Can correctly spell most taught homophones from the y5/6 spelling appendix</p> <p>Uses apostrophes correctly in most writing</p>	<p>Spell correctly most words from the y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Has effective personal strategies for quickly learning spellings of new words.</p>
Handwriting	<p>Can write legibly Letters are correctly formed and sit on the line. Some words are joined in line with school policy.</p> <p>Can sometimes select an appropriate writing tool.</p>	<p>Can maintain legibility in joined handwriting when writing at speed.</p> <p>Selects an appropriate writing tool and style for purpose.</p>	<p>Can maintain legibility in joined handwriting when writing at speed.</p> <p>Selects an appropriate writing tool and style for purpose</p>
Composition: Planning	<p>Can talk about how models they have been given might impact or affect a reader, saying what they like and what they could use for themselves.</p> <p>Can say aloud and record their ideas for writing, showing some awareness of purpose.</p> <p>Can magpie language and grammatical structures from authors with support or direction.</p>	<p>Identifies the intended audience and purpose for writing and can say how models they have been given will support their own writing.</p> <p>Notes and develops ideas for purpose, drawing on reading and research.</p> <p>Can draw on how authors develop settings, characters and atmosphere, adapting structures, strategies and language for their own writing.</p>	<p>Shows clear awareness of the intended audience for their writing and can choose suitable models from what they have read to support their own writing.</p> <p>Records and notes ideas for writing that show awareness of purpose, audience and impact.</p> <p>Draw confidently and imaginatively on how authors develop characters and settings, adapting and innovating from what they have read.</p>
Drafting and writing Paragraphs	<p>Can use paragraphs to organise ideas With support, can organise ideas into a logical sequence to develop ideas within a paragraph.</p> <p>Is beginning to make vocabulary and grammatical choices to change meaning.</p> <p>With support can précis longer passages, justifying their inclusions and exclusions.</p>	<p>Uses a range of devices to build cohesion within and across paragraphs. (eg: pronouns, adverbials, repetition, conjunctions, synonyms, ellipsis) Paragraphs have a secure internal structure and are written in a logical sequence.</p> <p>Selects appropriate grammar and vocabulary, understanding how their choices change and enhance meaning.</p> <p>Can précis longer passages, identifying key ideas, reformulating them coherently in their own words.</p>	<p>Paragraphs have a secure internal structure and are written in a logical sequence. Can use a range of cohesive devices appropriate for the given text form, adapting these to ensure variety, maintaining awareness of the reader and purpose of writing. Repetition in cohesive devices is deliberate and effective.</p> <p>Vocabulary and grammar is well chosen, demonstrating intention and control.</p> <p>Can précis longer passages, identifying key ideas, reformulating them elegantly in their own words.</p>
Writing for purpose	<p>Can write for a range of purposes</p>	<p>Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg: first person in a diary, direct address in instructions and persuasive writing)</p> <p>Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg: using contracted forms in dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility)</p>	<p>Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (eg literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>
Narrative	<p>Can describe settings and characters using appropriate adjectives, verbs and adverbs. Makes some use of descriptive devices such as similes or personification when supported.</p>	<p>Describes settings, characters and atmosphere using a range of taught and appropriate descriptive devices.</p> <p>Integrates dialogue to convey character and advance action</p>	<p>Descriptions of character, setting and atmosphere are created through sophisticated and well-chosen vocabulary and grammar. They are developed and maintained throughout.</p>
Non - Narrative	<p>Uses simple devices to structure writing and support the reader (eg: headings, subheadings, bullet points)</p>	<p>Can use organisational devices to structure text and guide the reader: Subheadings Questions Bullet points Diagrams/charts Fact boxes etc</p>	<p>Uses organisational devices to structure text and guide the reader, choosing the language of these for impact, purpose and with consistent awareness of their audience.</p>
Evaluate and edit	<p>Can assess and evaluate their own writing with a focus on their own personal common errors, sentence demarcation, spelling and grammar including tenses. Can often propose successful alternatives in discussion with peers or adults.</p>	<p>Can assess and evaluate their own writing for: Overall impact and suitability Effectiveness and accuracy of vocabulary, grammar and punctuation Consistent correct use of tense Spelling Register Can propose successful alternatives and corrections.</p>	<p>Independently and confidently evaluates and assesses own writing, making corrections and purposeful improvements. Draw on their wider reading to spot ways to improve their writing.</p>
Vocabulary, Grammar and Punctuation - Grammar and Vocabulary	<p>Verb tenses are generally consistent throughout texts.</p> <p>With support (including models, scaffolds and word banks) makes some correct and appropriate use of many of the concepts taught in Y6: Expanded noun phrases to convey information concisely Modal verbs and adverbs Relative clauses Attempts may not always be grammatically secure.</p> <p>Shows some variety in their choice of coordinating and subordinating conjunctions.</p>	<p>Uses verb tenses consistently and correctly throughout their writing Can sometimes use a deliberate change of tense for effect.</p> <p>Makes generally correct and appropriate use of the range of concepts taught in y6: Subjunctive forms Passive verbs Perfect form of verbs to make relationships of time and cause Expanded noun phrases to convey information concisely Modal verbs and adverbs Relative clauses including with an implied relative pronoun</p> <p>Continues to use a range of coordinating (yet, for, nor) and subordinating (moreover, subsequently, consequently) conjunctions effectively</p>	<p>Tenses are consistently correct throughout the writing and tense changes are used confidently for effect.</p> <p>Makes correct, effective and controlled use of the range of concepts taught in y6.</p> <p>Continues to use a range of coordinating and subordinating conjunctions purposefully and with control</p>

Punctuation	<u>Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</u> Most sentences are demarcated correctly.	<u>Uses the range of punctuation taught at KS2 mostly correctly</u> Commas to clarify Hyphens Punctuation for parenthesis Semi colons, colons or dashes to mark boundaries between independent clauses Colons for introducing lists Ellipsis Consistent punctuation of bullet points.	<u>Use the range of punctuation taught at KS2 correctly and where necessary use this punctuation precisely to enhance meaning and avoid ambiguity</u> Shows confidence and control when using the full range of KS2 punctuation, making only occasional errors when attempting more complex structures.
<p>A Year Six writer can:</p> <p>By the end of Year Six it is expected that children can identify the intended purpose and audience of their writing, understanding how models they have read are structured and written. They can note ideas from reading and research to include in their writing, with an awareness of the intended impact of their writing on the reader. Writing is effective across a range of genres and text types. Settings, atmospheres and characters are described and developed in narratives. In non-narrative writing, organisational markers are used correctly to organise and guide the reader. Sentences are generally correctly punctuated using the range of punctuation taught in KS2. Cohesion is created within and across paragraphs in different ways. They are able to make accurate corrections and successful improvements when editing their work. Handwriting is legible and joined, even when writing at speed. Spelling is generally accurate, including that of taught anomalous (irregular) words, homophones, prefixes and suffixes.</p> <p>Children are able to sustain their quality of grammar, punctuation and spelling over 4 or more paragraphs.</p>			