

# Skills and Knowledge Progression

## Writing: Year 6



Standard	Working towards the expected standard									
<b>Composition: applying vocabulary, grammar and punctuation</b>	Pupils can write for a range of purposes									
	<ul style="list-style-type: none"> <li>a range of punctuation used, capital letters; full stops; questions marks; commas for lists; apostrophes for contraction</li> </ul>									
<b>Composition: structuring and organising</b>	<ul style="list-style-type: none"> <li>paragraphs separate ideas and themes in a text</li> </ul>									
	<ul style="list-style-type: none"> <li>layout devices to structure a text (headings, sub-headings, columns, bullet points, tables)</li> </ul>									
	<ul style="list-style-type: none"> <li>describe settings and characters</li> </ul>									
<b>Transcription: spelling</b>	<ul style="list-style-type: none"> <li>the National Curriculum Years 3 and 4 spellings are spelt mostly correctly</li> </ul>									
	<ul style="list-style-type: none"> <li>the National Curriculum Years 5 and 6 spellings are spelt mostly correctly</li> </ul>									
<b>Transcription: handwriting</b>	<ul style="list-style-type: none"> <li>legibility, fluency and speed are maintained</li> </ul>									

# Skills and Knowledge Progression

## Writing: Year 6



Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard
<b>Composition: applying vocabulary, grammar and punctuation</b>	Pupils can write for a range of purposes and audiences (including a short story), selecting language that shows awareness of the reader**	Pupils can write for a range of purposes drawing independently from models they have read*** and using:
	1. different verb forms and tenses mostly accurately**	1. Full range of punctuation taught at KS2 is used mostly correctly: colons (all uses), semi-colons (all uses) and brackets.***
	2. colons used to introduce lists	2. Verb forms are consciously selected for effect
	3. semi-colons within lists	3. Shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures ***
	4. bullet points to list information	4. distinguish between the language of speech and narration and choose the appropriate register***
	5. hyphens to avoid ambiguity (man-eating shark/man eating shark, recover/re-cover)	
	6. mostly correct use of passive voice	
	7. mostly correct use of modal verbs (could, would, will, might, can etc)	
	8. coordinating and subordinating conjunctions	
	9. adverbs <i>to add detail</i> ; prepositional phrases; expanded noun phrases	
	10. wide range of clause structures, sometimes varying their position in the sentence	
	11. a range of punctuation used, commas**; inverted commas**; brackets**; commas for clarity**	
	12. some correct use of semi-colons to separate two unequal value clauses	
13. some correct use of colons; dashes; hyphens		
<b>Composition: structuring and organising</b>	Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:	
	1. linked ideas across paragraphs using a wide range of cohesive devices**	
	2. conventions of particular genres are adhered to consistently**	
	3. figurative language and stylistic features	
	4. settings and characters* and atmosphere** described in detail	

<b>Composition: planning, drafting, evaluating, editing and proof reading</b>	Writing demonstrates features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas of pupils' own reading				
	1. planning sessions select grammatical structures and vocabulary for purpose**				
	2. self and peer evaluations propose changes to grammar and vocabulary to improve consistency, enhancing effect and clarifying meaning				
	3. evaluation and editing ensures consistency and correct tense choices, including subject – verb agreement				
	4. writing is proof-read for spelling and punctuation errors				
	5. integrated dialogue conveys character and advances the action**				
<b>Transcription: spelling</b>	1. the National Curriculum Years 5 and 6 spellings are spelt <b>mostly</b> correctly and use a dictionary to check uncommon words or ambitious vocabulary**				
<b>Transcription: handwriting</b>	1. legibility, fluency and speed are maintained through correct joining choices**				