



## Year 6 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Grammar and Punctuation</b>	<p><b>Re-cap Year 5</b> Narrative speech and all the components. Spoken words go in between inverted commas.  Spoken word starts with a capital letter.  Appropriate punctuation before the closing of the inverted commas.  Who said the words?  New speaker, new line.  Identify spoken words in a text.  Identify the subject of a sentence; pronouns, proper nouns and nouns can all be subjects of a sentence. A main clause has a subject and a verb.  Consistent and secure use of co-ordinating</p>	<p>Secure subordinating conjunctions.  Start a sentence with a subordinate clause and use a comma to separate the subordinate clause.  Focus on ending a sentence with a subordinate clause and embedding into a sentence.  Sentence types for effect; focus on combining compound and complex clauses to create a sentence.  Move the clause round in the sentence for effect.  Consolidate prepositions and prepositional phrases.  Commas for clauses.</p>	<p>Revise semi-colons. When and how to use a semi-colon to mark boundary between two independent clauses. What text type do they work well in? How do we use them to write effectively and make our writing flow?  Revise parenthesis. Revise brackets, dashes, and commas for parenthesis, choosing correctly for text type and effect.  Secure expanded noun phrases and use expanded noun phrases to embellish simple sentences.  What is the difference between active and passive and when to use it?</p>	<p>Revise devices to link ideas across paragraphs.  Using adverbials to link ideas across paragraphs.  Tense choices to link paragraphs.  Revise adverbs to indicate degrees of possibility and modal verbs.  Revise modal verbs to indicate degrees of possibility; <i>might, should, will, must</i>  Colons in a list.  What is a hyphen?  Semi colons in a list.  Punctuation of bullet points to list information.  Layout devices</p>	<p>Know the difference between reported speech (indirect speech – no inverted commas used) and direct speech (inverted commas used.)  <i>"I heard glass smash," explained a local dog walker.</i>  A local dog walker <i>explained that she</i> heard glass smash.  Use of tense in reported speech, changing from present simple tense, to past simple tense.  Adverbs and prepositional phrases to explain how, when and where the words were spoken.  Write direct and reported speech, using the correct components securely and consistently.  <b>Revisit and review</b> <b>Gap analysis</b></p>	<p>Revise direct and reported speech, using the correct components so that children are secure and consistent.  <b>Revisit and review</b> <b>Gap analysis</b></p>

	<p>conjunctions and when to use them.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Secure use of relative clauses to create complex sentences. Manipulate where they appear in the sentence for effect.</p> <p>Consolidate adverbs and adverbials, manipulating where that appear in a sentence for effect.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>What is the subjunctive mood and when to use it? Consolidate varied sentence starters, depending on text type/effect we want our writing to have.</p> <p>Consolidate perfect form to mark relationships of time and cause.</p> <p><b>Revisit and review Gap analysis</b></p>	<p><b>Revisit and review Gap analysis</b></p>		
<p><b>Handwriting</b></p>	<p>• Many children will arrive at year 6 already using a pen and confident with cursive script but below is an indication of what will be followed to consolidate skills.</p>	<p>• cursive script; anti clockwise letters a, c, g, d, o, q</p> <p>• the vowels a, e, i, o, u</p>	<p>• tall letters b, d, f, h, k, l, t</p>	<p>• long letters f, g, j, p, q, y,</p>	<p>• lumpy letters h, m, n, r</p> <p>• All other letters v, w, x, z</p>	<p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's</p>

						<p>handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>
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