



## Year 6 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

|                                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Grammar and Punctuation</b> | <p><b>Re-cap Year 5</b></p> <p>Narrative speech and all the components.</p> <p>Spoken words go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?<br/>New speaker, new line.<br/>Identify spoken words in a text.</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Identify the subject of a sentence; pronouns, proper nouns and nouns</p> | <p>Write for a range of purposes.</p> <p>Secure subordinating conjunctions.</p> <p>Start a sentence with a subordinate clause and use a comma to separate the subordinate clause.</p> <p>Focus on ending a sentence with a subordinate clause and embedding into a sentence.</p> <p>Sentence types for effect; focus on combining compound and complex clauses to create a sentence.</p> <p>Move the clause round in the sentence for effect.</p> <p>Consolidate prepositions and prepositional phrases.</p> | <p>Revise semi-colons. When and how to use a semi-colon to mark boundary between two independent clauses.</p> <p>What text type do they work well in?<br/>How do we use them to write effectively and make our writing flow?</p> <p>Revise parenthesis. Revise brackets, dashes, and commas for parenthesis, choosing correctly for text type and effect.</p> <p>Secure expanded noun phrases and use expanded noun phrases to embellish simple sentences.</p> <p>What is the difference between active and passive and when to use it?</p> | <p>Revise devices to link ideas across paragraphs.</p> <p>Using adverbials to link ideas across paragraphs.</p> <p>Tense choices to link paragraphs.</p> <p>Revise adverbs to indicate degrees of possibility and modal verbs.</p> <p>Revise modal verbs to indicate degrees of possibility; <i>might, should, will, must</i></p> <p>Colons in a list.</p> <p>What is a hyphen?</p> <p>Semi colons in a list.</p> <p>Punctuation of bullet points to list information.</p> <p>Layout devices</p> | <p>Know the difference between reported speech (indirect speech – no inverted commas used) and direct speech (inverted commas used.)</p> <p><i>"I heard glass smash," explained a local dog walker.</i></p> <p>A local dog walker <i>explained that she</i> heard glass smash.</p> <p>Use of tense in reported speech, changing from present simple tense, to past simple tense.</p> <p>Adverbs and prepositional phrases to explain how, when and where the words were spoken.</p> <p>Write direct and reported speech, using the correct components securely and consistently.</p> <p><b>Revisit and review Gap analysis</b></p> | <p>Revise direct and reported speech, using the correct components so that children are secure and consistent.</p> <p>The pupil can write for a range of purposes and audiences selecting language that shows good awareness of the reader.</p> <p>Spell correctly most words from the Y5/6 spelling list (see spelling intent) and use a dictionary to check the spelling of uncommon or more ambitious words.</p> <p><b>Revisit and review Gap analysis</b></p> |

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|                    | <p>can all be subjects of a sentence.<br/>A main clause has a subject and a verb.</p> <p>Consistent and secure use of co-ordinating conjunctions and when to use them.</p> <p><b>Revisit and review<br/>Gap analysis</b></p>                                                                                                                                                                          | <p>Commas for clauses.</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<br/>Gap analysis</b></p> | <p>What is the subjunctive mood and when to use it?<br/>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<br/>Gap analysis</b></p> | <b>Revisit and review<br/>Gap analysis</b>                                           |                                                                                                                          |                                                                                                                                                                                                                                                                                                  |
| <b>Handwriting</b> | <ul style="list-style-type: none"> <li>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.</li> <li>Sit correctly at a table, holding a pen or pencil comfortably and correctly.</li> <li>Form capital letters.</li> <li>Form lower-case letters in the correct direction</li> </ul> | <ul style="list-style-type: none"> <li>cursive script; anti clockwise letters<br/>a, c, g, d, o, q</li> <li>the vowels<br/>a, e, i, o, u</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>tall letters<br/>b, d, f, h, k, l, t</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>long letters<br/>f, g, j, p, q, y,</li> </ul> | <ul style="list-style-type: none"> <li>lumpy letters<br/>h, m, n, r</li> <li>All other letters<br/>v, w, x, z</li> </ul> | <p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders</p> |

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|  |  |  |  |  |  | <p>and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p> |
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