



Year 6 Writing Expectations

Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar and Punctuation	<p>Re-cap Year 5</p> <p>Questions Nouns Verbs</p> <p>Identify nouns in multi clause sentences.</p> <p>Identify the subject of sentence; pronouns, proper nouns and nouns can all be subjects of a sentence. A main clause has a subject and a verb.</p> <p>Revise subordinating conjunctions.</p> <p>Start a sentence with a subordinate clause and use a comma to separate the subordinate clause.</p> <p>Revisit and review Gap analysis</p>	<p>Secure subordinating conjunctions.</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>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>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?</p> <p>Revise parenthesis. Revise brackets, dashes, and commas for parenthesis, choosing correctly for text type and effect.</p> <p>What is the difference between active and passive and when to use it?</p> <p>What is the subjunctive mood and when to use it?</p> <p>Revise speech in narrative.</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>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>Revisit and review Gap analysis</p>	<p>Consolidate all year 6 learning</p> <p>Revisit and review Gap analysis</p>	<p>Consolidate all year 6 learning</p> <p>Revisit and review Gap analysis</p>

		<p>Consolidate adverbs and adverbials, manipulating where that appear in a sentence for effect.</p> <p>Revisit and review Gap analysis</p>	<p>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>Revisit and review Gap analysis</p>			
Spelling	<p>Week 1- Ambitious synonyms Week 2- homophones and near homophones Week 3- ant, ance, ancy Week 4- ent, ence, ency Week 5- Hyphens to join root word beginning with a vowel Week 6- Hyphens to join compound adjectives Week 7- REVIEW WEEK</p>	<p>Week 1- Words ending in able Week 2- Words ending in able Week 3 – Words ending in ably Week 4- Word families Week 5- Word families Week 6- Prefixes micro or mini Week 7- REVIEW WEEK</p>	<p>Week 1- Adding suffixes to words ending in fer Week 2- Long e sound spelt ie or ei after c (and exceptions) Week 3 – Long e sound spelt ie or ei after c (and exceptions) Week 4- Word families Week 5- Word families Week 6- Statutory challenge words Week 7- REVIEW WEEK</p>	<p>Week 1- cial endings Week 2- tial endings Week 3 – soft c spelt ce Week 4 – Word families Week 5- Word families Week 6- Statutory challenge words Week 7- REVIEW WEEK</p>	<p>Week 1- Word families Week 2- Words that can be nouns/verbs Week 3 – Words that can be nouns/verbs Week 4- Words with a long o spelt ou or ow Week 5- ible ending Week 6 – ibly ending Week 7- REVIEW WEEK</p>	<p>Week 1- Synonyms and antonyms Week 2- Synonyms and antonyms Week 3- Synonyms and antonyms Week 4 – Synonyms and antonyms Week 5- Synonyms and antonyms Week 6- Synonyms and antonyms Week 7- REVIEW WEEK</p>

Handwriting	<ul style="list-style-type: none"> • 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. • Sit correctly at a table, holding a pen or pencil comfortably and correctly. • Form capital letters. • Form lower-case letters in the correct direction 	<ul style="list-style-type: none"> • cursive script; anti clockwise letters a, c, g, d, o, q • the vowels a, e, i, o, u 	<ul style="list-style-type: none"> • tall letters b, d, f, h, k, l, t 	<ul style="list-style-type: none"> • long letters f, g, j, p, q, y, 	<ul style="list-style-type: none"> • lumpy letters h, m, n, r • All other letters v, w, x, z 	<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 handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>