

Year 6

aspire

Working towards the expected standard					Met
- write for a range of purposes					
- use paragraphs to organise ideas					
characters	s, describe settings and				
- in non-narratives, use simple devices to structure: headings, sub headings, bullet points					
- using mostly	Capital Letters				
correctly	Full Stops				
	Question Marks				
	Exclamation Marks				
	Commas for lists				
	Apostrophes for contraction				
- spell most words correctly (Years 3 and 4)					
- spells some words correctly (Years 5 and 6)					
- produce legible writing					
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Working at the expected standard					Met
- write effectively for a range of purposes and audiences, selecting language that shows					
good awareness of the reader (e.g. the use of the first person in a diary; direct address in					
instructions and persuasive writing) - in narratives, describe settings, characters					
and atmosphere - integrate dialogue in narratives to convey					
character and a	advance the action				
 select vocabutures that refle 	lary and grammatical struc- ect what the writing requires,				
doing this most	ly appropriately (e.g. using				
contracted forms in dialogues in narrative; using passive verbs to affect how information					
is presented; using modal verbs to suggest degrees of possibility)					
 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across para- 					
graphs					
- use verb tenses consistently and correctly throughout their writing					
- Using most- ly correct	Inverted commas and speech punctuation				
	Commas for clarity				
	Punctuation for parenthesis				
- Making some use of	Semi Colons				
	Dashes				
	Colons				
	Hyphens				
- spells most words correctly (Years 5/6 list)					
- maintains legi					





	the expected standard						Met
- write effective	ely for a range of purposes selecting language that shows						
good awareness							
the first person	in a diary; direct address in						
instructions and persuasive writing) - in narratives, describe settings, characters							
and atmosphere	3 .						
- integrate dialo	gue in narratives to convey dvance the action						
	ary and grammatical struc-						
tures that refle	ct what the writing requires,						
doing this mostl	y appropriately (e.g. using						
contracted forms in dialogues in narrative; using passive verbs to affect how information		ı					
is presented; us							
degrees of poss - use a range of	devices to build cohesion (e.g					+	
conjunctions, adverbials of time and place,							
pronouns, synonyms) within and across para- graphs							
	s consistently and correctly						
throughout thei	r writing						
- Using most- ly correct	Inverted commas and speech punctuation						
17 0011 001	Commas for clarity						
-	Punctuation for parenthesis						
	•						
- Making some use of	Semi Colons						
	Dashes						
	Colons						
	Hyphens						
- spells most words correctly (Years 5/6 list)							
- maintains legibility, fluency and speed in							
handwriting through choosing whether or not to join specific letters							
Working at	a greater depth within						Met
the ex	spected standard						
	rively for a range of pur-						
propriate form	ences, selecting the ap- n and drawing inde-						
pendently on what they have read as							
models for their own writing (e.g. liter-							
ary language, characterisation, structure)							
- distinguish between the language of							
speech and writing3 and choose the							
appropriate register							
- exercise an assured and conscious							
control over levels of formality, partic-							
ularly through manipulating grammar							
and vocabulary to achieve this - use the full range of punctuation							
taught at key stage 2							
	Semi colons					+	1
	Colons					<u> </u>	
	Coloris						