



## Year 6: Unaided Writing

Date and Genre

Across the Term

COMPOSITION	WTS: Write for a range of purposes.						
	<b>EXS: 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).</b>						
	<i>GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i>						
	WTS: In narratives, describe settings and characters.						
	<b>EXS: In narratives, describe settings, characters and atmosphere.</b>						
	<b>EXS: Integrate dialogue in narratives to convey character and advance the action.</b>						
	WTS: Use paragraphs to organise ideas.						
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).						
<b>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</b>							
GRAMMAR	<b>EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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).</b>						
	<b>EXS: Use verb tenses consistently and correctly throughout their writing.</b>						
	<i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>						
	<i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>						
PUNCTUATION	WTS: Use <b>mostly</b> correctly	capital letters.					
		full stops.					
		question marks.					
		commas for lists.					
	EXS: Use the range of punctuation taught at key stage 2 <b>mostly</b> correctly.	apostrophes for contraction.					
		apostrophes for possession					
		inverted commas					
		punctuation for parenthesis					
semi colon (Some; others Alan Peat link)							
colon (De: De Alan Peat Link)							
dash							
hyphen							
<i>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</i>							
SPELLING AND HANDWRITING	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.						
	<b>EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</b>						
	WTS: Write legibly.						
<b>EXS: Maintain legibility in joined handwriting when writing at speed.</b>							