



Year 6 Writing Objectives

These objectives are what your children are assessed against each year. They have already been split into working towards, expected and greater depth.

To be awarded an overall 'expected standard' across a year, a child would need to achieve all of the 'Working Towards' statements and almost all these objectives (90-100%).

Working Towards

Write for a range of purposes

Use paragraphs to organise ideas

In narratives, describe settings and characters

Use simple devices to structure non-narrative writing (e.g. headings, sub-headings, bullet points)

Use capital letters, full stops, question marks, commas for lists and apostrophes mostly correctly

Spell correctly approx. 80% words used in this piece of writing from year 3/4 (curriculum and word list) and approx. 40% in this piece of writing from year 5/6 (curriculum and word list - see spelling appendix)

Write legibly

Expected

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

Describe settings, characters and atmosphere in narratives

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires (E.g. Contracted forms in dialogue in narratives, Passive verbs to affect how information is presented, 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)

Use verb tenses consistently and correctly

Use inverted commas mostly correctly

Use commas for clarity mostly correctly

Use punctuation for parenthesis mostly correctly

Make some correct use of colons, semi-colons, dashes and hyphens

Spell approx. 80% words used in a piece of writing correctly (years 5 and 6 curriculum and word list - see spelling appendix)

Spell words with silent letters



Maintain legibility in joined handwriting when writing at speed

Greater Depth

Write effectively for a range of purposes and audiences, selecting the appropriate form and independently draw on what they have read as models for their own writing

Distinguish between the language of speech and writing, choosing the appropriate register

Exercise an assured and conscious control over levels of formality

Use the full range of punctuation taught at key stage 2 correctly, using it with precision to enhance meaning and avoid ambiguity