

Year 6

Writing - Composition	Writing – Vocab, Grammar, Punctuation	Transcription - Spelling
Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types	Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary	Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little	Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed	Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)	Distinguish between homophones and other words which are often confused (English Appendix 1)
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)	Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.	Use dictionaries to check the spelling and meaning of words
Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)	Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis	Spell most of the year 5 and 6 words correctly (English Appendix 1) Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Draft and write narratives, describing settings, characters and atmosphere	Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text	
Integrate dialogue to convey character and advance the action	Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)
Draft and write by accurately précisising longer passages	Use the colon to introduce a list and semi-colons within lists	Use a thesaurus with confidence
Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning	Use bullet points to list information	Transcription - Handwriting
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing	Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover	Maintain legibility when writing at speed.
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural	Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
Distinguish between the language of speech and writing and choosing the appropriate register	Use the perfect form of verbs to mark relationships of time and cause	<div> YEAR 6 2018/2019 onwards KS2 Writing Framework objectives to meet ARE for Vocab, Grammar and Punctuation </div>
Proof-read for spelling errors linked to spelling statements for year 6	Use expanded noun phrases to convey complicated information concisely	
Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity	