

## English Curriculum progression and end points – Year 6 Writing (meeting expectations)

<b>COMPOSITION: Structure and flow</b>
Writer confidently secures text cohesion with the composition of a range of sentence types: simple, compound and complex
Uses newly taught punctuation (i.e. colon and semi-colon) to vary sentence structure and secure text cohesion
Writer can write concisely by giving information clearly and in a few well-chosen words
Paragraphs are used to develop and expand ideas in depth
A range of devices are used effectively to build cohesion within and across paragraphs (e.g. ellipsis to create suspense)
Constructive evaluation of the purpose, effectiveness and impact of the writing on the intended audience leads to successful additions or revision.
Grammatical details are noticed and corrected, e.g. tense choice
Can write effectively for a range of purposes and audiences.
The writer can successfully adapt their writing to suit the purpose, audience and context of the piece whilst carefully choosing grammar and vocabulary to match
Shows secure cohesion, both in and across paragraphs, using the full range of grammatical devices taught (including conjunctions, adverbials of time and place, pronouns, synonyms)
<b>PUNCTUATION &amp; GRAMMAR</b>
Writer uses the full range of Year 1-5 taught punctuation consistently and accurately
Writer punctuates speech interrupted sentences accurately
Writer is consistently using a comma after a fronted adverbial
Accurate use of a colon after a main clause to introduce a list (e.g. Juliet was feeling a range of conflicting emotions: terror, excitement and love.)
Accurate use of a colon or a dash after a noun to explain the noun that has come before it (e.g. Frogs have permeable skin: it allows water in and out of it.)
Accurate use of a semi-colon in a detailed list that includes phrases with commas (e.g. The landscape was full of wonderfully picturesque things: a sky, which was corn-flower blue and filling the place with serenity; several pools of clear, tranquil water; and majestic mountains, which protected the precious land beneath them.)
Accurate use of bullet points after a colon in non-fiction
Writer is attempting to use a semi-colon to demarcate two main clauses closely related in meaning (e.g. It was the best of times; it was the worst of times) with some accuracy.
Can use verb tenses consistently and correctly throughout their writing
Can switch between a range of tenses
Writer is confident using the passive voice (e.g. The victim was assassinated by the spy.)
Subject verb agreement is consistently correct
<b>TRANSCRIPTION: Spelling, vocabulary choice, handwriting</b>
Writer selects language that shows good awareness of the reader
Writer continues to make purposeful choices about the level of descriptive detail that

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describes settings and creates atmosphere.
Can integrate dialogue to convey character and advance action with carefully chosen vocabulary
Writer successfully joins a prefix and a root word with a hyphen to avoid ambiguity (e.g. Can you re-cover the book?)
Writer can convey a consistent viewpoint, which is established fairly successfully throughout a piece of writing
Selects vocabulary to suit the level of formality successfully
Spelling is mostly accurate, including that of ambitious vocabulary through the application of a range of strategies, e.g. understanding word roots
Can spell most words correctly from the Year 5 and 6 Word List.
Can maintain legibility in joined handwriting when writing at speed.

### Spelling list:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)