



Year 6 Writing Skills

All Saints' CE Primary School

Transcription: Spelling
Spells correctly most words from the year 5 / year 6 spelling list* (EXS)
Transcription: Handwriting
Maintains legibility in joined handwriting when writing at speed. Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. (EXS)
Writing: Composition and Effect
Uses the correct features of the text type.
Often describes settings, characters AND atmospheres in narratives, and is able to use speech to develop characters and move a story on (EXS).
Often selects 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) (EXS)
Often selects the appropriate grammar and vocabulary to match the level of formality (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) (EXS)
Often selects the appropriate form and draws on what they have read as models for their own writing (e.g. literary language, characterisation, structure) (GDS)
Often distinguishes between the language of speech (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) and writing and chooses the appropriate register (GDS)
Often exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this(GDS)
Writing: Text Structure and Organisation
Often uses paragraphs accurately to signal changes in time, place, topic or speaker in dialogue.
Openings and endings are often linked (if appropriate to the text type) to build cohesion (EXS)
Often links paragraphs together effectively using a range of devices (e.g. conjunctions, adverbials, pronouns, synonyms) to ensure effective cohesion throughout the text (EXS)
Often links sentences together effectively using a range of devices (e.g. conjunctions, adverbials, pronouns, synonyms) to ensure effective cohesion throughout the text (EXS).
Uses organisational and presentation features appropriate to the text type and audience (e.g. headings, bullet points, underlining).
Writing: Sentence Structure and Punctuation
Often uses verb tenses correctly throughout writing. Is beginning to use the perfect form (e.g. I have walked / I had walked / I will have walked) of verbs when the text type requires it (EXS).
Often uses adverbs, prepositional phrases (he was in bed. I met them after the party) and expanded noun phrases effectively to add detail, qualification and precision.
Uses a range of sentence types (simple, compound and complex) dependant on the audience, purpose and style of writing. Often varies the position of clauses in sentences.
Uses co-ordinating conjunctions (FANBOYS) and a wider variety of subordinating conjunctions to match the style and purpose of my writing (e.g. because, if, which, when, who, while, after, before, although, however, even though (because the rain can damage their skin...which was strange...)).
Uses modal verbs (should, could, might) in writing, dependent upon the text type (e.g. persuasive and discussion texts) and is beginning to use adverbs to show degrees of possibility (perhaps, surely, maybe, definitely)
Often uses relative clauses (beginning with: who, which, when, where) when necessary.
Mostly uses commas (for lists and fronted adverbials), apostrophes and other basic punctuation (A . ? !) correctly. Mostly , uses commas for speech and to separate clauses (EXS)
When speech is needed, inverted commas (speech marks) are often used correctly (EXS). Often uses the appropriate vocabulary to signal the difference between formal and informal speech (e.g. said versus reported, alleged or claimed)
Is beginning to use brackets, dashes or commas to indicate parenthesis.
Often uses ellipsis, semi-colons, colons, dashes and hyphens to punctuate sentences (GDS).

