



CASTLETOWN PRIMARY SCHOOL



Writing – Year 6

Children will work towards achieving the following in their writing:

Sentence structure and punctuation	Text structure and organisation	Vocabulary	Planning and Drafting	Evaluating and Editing
<ol style="list-style-type: none"> 1. Use of subjunctive forms e.g. ‘If Jim were class president...’, ‘The school requires that all pupils be honest. 2. Use passive verbs to affect the presentation of information in a sentence e.g. ‘A visit was arranged by the school.’, ‘Our lunch was eaten by the dog.’ 3. Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty. 4. Consciously control sentence structure in writing demonstrating understanding of why sentences are constructed as they are. 5. Use hyphens to avoid ambiguity e.g. man eating shark v man-eating shark and recover v re-cover. 6. Use semi-colons, colons or dashes to mark boundaries between independent clauses. 7. Use a colon to introduce a list and punctuate bullet points consistently. 	<ol style="list-style-type: none"> 1. Use an appropriate form, audience and register to match purpose of the writing, e.g. an eyewitness report for the police is: audience – police; purpose –to recount; style – formal; form – eyewitness report; 2. Independent writing shows structural features of given text-type/genre. 3. Some shaping of paragraphs evident e.g. highlight or prioritise information, build tension or interject comment. 4. Secure use of mixed genres for a variety of purposes e.g. a fictional newspaper report, a persuasive letter. 5. Use devices to build cohesion e.g. repetition of a word/phrase. 6. Use a range of presentational and organisational devices to structure text and guide the reader e.g. use of illustrations, hyperlinks, flashbacks, single line paragraph for effect. 	<ol style="list-style-type: none"> 1. Recognise differences between informal and formal e.g formal; find out-discover; go in-enter; ask for –request. 2. Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject. 3. Understand nuances in vocabulary choice. 4. Select appropriate grammar and vocabulary to enhance meaning and for emphasis e.g. use of subordinate clauses and adverbial phrases to enhance meaning, use of expanded noun phrases to convey complicated information concisely. 5. Use figurative language to develop setting. 	<ol style="list-style-type: none"> 1. Independently identify and select the audience and purpose, form and style of writing. 2. Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate. 3. Independently plan own ideas for developing characters and settings, narrative structure. 4. Independently plan using appropriate features of nonfiction text type/mixed. 5. Make appropriate choices of grammar and vocabulary to clarify and enhance meaning. 6. Independently enhance the effectiveness of writing through reading. 	<ol style="list-style-type: none"> 1. Précis longer passages. 2. Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. 3. Evaluate and edit own and others’ writing against a set criteria generated by pupils. 4. Proofread for spelling and punctuation errors cross-references to word list for Y5/6 where appropriate. 5. Learn, use and apply the grammar for Year 6 Appendix 2, through discussion, editing and evaluating reading and writing.