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|  | Year 6 Objectives |  |  |  |  |  |
| Working Towards | Write for a range of purposes |  |  |  |  |  |
| Use paragraphs to organise ideas |  |  |  |  |  |
| In narratives, describe settings and characters |  |  |  |  |  |
| In non-narrative writing, use simple devices to structure the writing and support the reader |  |  |  |  |  |
| Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction **mostly** correctly |  |  |  |  |  |
| Spell correctly **most** words from the year 3/ year 4 spelling list, and **some** words from the year 5/ year 6 spelling list |  |  |  |  |  |
| Write legibly  |  |  |  |  |  |
| Expected Standard | Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader |  |  |  |  |  |
| In narratives, describe settings, characters and atmosphere  |  |  |  |  |  |
|  Integrate dialogue in narratives to convey character and advance action  |  |  |  |  |  |
| Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately |  |  |  |  |  |
| Use a range of devices to build cohesion within and across paragraphs  |  |  |  |  |  |
| Use verb tenses consistently and correctly throughout their writing  |  |  |  |  |  |
| Use the range of punctuation taught at key stage 2 **mostly** correctly  |  |  |  |  |  |
| Spell correctly most words from year 5/ year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary |  |  |  |  |  |
| 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 drawing independently on what they have read as models for their own writing |  |  |  |  |  |
| Distinguish between the language of speech and writing and choose the appropriate register  |  |  |  |  |  |
| Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this |  |  |  |  |  |
| Use a range of punctuation taught at key stage 2 correctly and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity  |  |  |  |  |  |