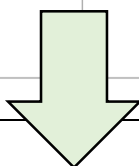


Writing End Points – Year 6

Y6: In addition to KS1, lower KS2 and Y5 knowledge:		Component Knowledge
Pupils know that:	Pupils know how to:	
<ul style="list-style-type: none"> A long sentence can be simple, compound or complex. A short sentence can be simple, compound or complex. In narrative and non-narrative writing, there is a range of purposes for using shorter and longer sentences. 	<ul style="list-style-type: none"> Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses. Use a full range of punctuation correctly. <p>Pupils learn to write with decreasing scaffolding for a range of purposes and audiences.</p>	

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Composite Knowledge

Letter formation / Handwriting

In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.
- choose the writing implement which is best suited for a task

Planning, Drafting and Editing

In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- note down and develop initial ideas, drawing on reading and research where necessary.
- use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- use a wide range of devices to build cohesion within and across paragraphs.
- consistently proofread for spelling and punctuation errors.
- make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
- use blue editing pens independently.

Audience, Purpose and Structure

In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:

- 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 (including literary language, characterisation, structure, etc.).
- distinguish between the language of speech and writing and to choose the appropriate level of formality.
- select vocabulary and grammatical structures that reflect what the writing requires (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).

Sentence Structure (Including punctuation and grammar)

- ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- use the subjunctive form in formal writing.
- use the perfect form of verbs to mark relationships of time and cause.

Writing End Points – Year 6

- use the passive voice accurately within appropriate pieces.
- use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.")
- use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Terminology

Recognise and use the terms:

- Subject
- Object
- Active
- Passive
- Synonym
- Antonym
- Ellipsis
- Hyphen
- Colon
- Semi-colon
- Bullet points

Phonic & Whole word spelling

- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

Other word building spelling

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Contexts for writing (Purpose)

- **Writing to entertain:** Setting description
- **Writing to entertain:** Character description
- **Writing to entertain:** 5-part story
- **Writing to entertain:**
Portal story
- **Writing to entertain:** Poetry
- **Writing to Inform:** Informal Letter
- **Writing to inform:** Non-Chronological report
- **Writing to inform:** Newspaper report
- **Writing to Inform:** Biography
- **Writing to inform:** Diary entry
- **Writing to persuade:** speech
- **Writing to Discuss:** Biased Argument
- **Writing to Discuss:** West End Show Review