

## Composition

- Content is balanced, between action and dialogue; fact and opinion.
- Viewpoint is established and maintained.
- Ideas developed in detail (e.g. using adverbial and expanded noun phrases).
- Use connections between paragraphs (e.g. connectives, pronouns, adverbials).
- Writing is well paced and events logically related.
- Pronouns and tenses are generally consistent.
- Writing fits purpose and audience.
- Use a wide range of devices (e.g. alliteration, metaphors, and personification).



## Writing

End of year  
expectations

Year 6

## Spelling and Handwriting

- Correct spelling of regularly formed context/lexical words, including those with multiple morphemes.
- Learn the 100 statutory spellings for year 5 and 6 in the National Curriculum.
- Spells most words correctly, including polysyllabic words that contain unstressed vowels (e.g. interested, secretary).
- Write in a consistent and fluent way with letters and words appropriately placed.



## Vocabulary, Grammar and Punctuation

- Ideas developed through deliberate selection of phrases and vocabulary.
- Choose imaginative words for effect.
- Use passive verbs to affect the presentation of information in a text.
- Recognise vocabulary and structures for formal speech.
- Punctuate bullet points consistently
- Use brackets, dashes or commas to indicate parenthesis.
- Use semi-colons, colons or dashes to mark boundaries between independent clauses.
- Use commas to separate clauses with more confidence.
- Choose adverbials and expanded noun phrases to consciously engage, entertain and inform the reader.
- Use apostrophes to mark contractions (e.g. hasn't).
- Use inverted commas at the beginning and end of speech.
- Use a range of openings (e.g. some time later, as we ran, once we had arrived).