

Year six Writing, Grammar, Vocabulary and Spelling – end of year expectations

Phonic & Whole word spelling		Other word building spelling	Handwriting	Transcription
spell some words with 'silent' letters.		use further prefixes and suffixes and understand the guidance for adding them.	choose the writing implement that is best suited for a task	précising (summarising/abridging) longer passages
continue to distinguish between homophones and other words which are often confused.		Contexts for Writing	develop their own handwriting style, choose which shape of a letter to use when given choices and decide whether or not to join specific letters	Vocabulary
		independently identify audience for and purpose of writing; select appropriate form and use similar writing as models for their own		use a thesaurus and select appropriate words
use knowledge of morphology and etymology in spelling and understand that spelling of some words needs to be learnt specifically, Appendix 1		in writing narratives, plan by considering how authors have developed characters and settings in stories which have been read, listened to or seen performed	write legibly, fluently, and with increasing speed in all work	use expanded noun phrases to convey complicated information concisely
Planning Writing			Performing Writing	
note and develop initial ideas, drawing on reading and research where necessary			perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Drafting Writing	select appropriate grammar and vocabulary; understand how such choices can change and enhance meaning	in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	précis longer passages	
	ensure correct subject and verb agreement when using singular and plural; distinguish between the language of speech and writing and choosing the appropriate register	link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials), and ellipsis	use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets, or tables) independently	
Editing Writing	independently assess effectiveness of own and others' writing, suggesting and carrying out improvements based on their own comments	propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	ensuring the consistent and correct use of tense throughout a piece of writing, including when using passive and imperfect forms of verbs	
	use a wide range of devices to build cohesion within paragraphs	proofread for spelling and punctuation errors independently	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	
Grammar			Punctuation	
recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms			use semicolons, colons or dashes to mark boundaries between independent clauses	
recognise differences in informal and formal language			use hyphens to avoid ambiguity	
use passive verbs to affect the presentation of information in a sentence			use a colon to introduce a list, and semi colons within a list	
use the perfect form of verbs to mark relationships of time and cause			punctuate bullet points consistently	
synonyms & antonyms			Grammatical Terminology	
use further cohesive devices such as grammatical connections and adverbials			subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	
use of ellipsis				
use dictionaries to check the spelling and meaning of words				