



Age Related Expectations

Year 6 - Writing

Key performance indicator (KPIs)	Performance standard
<p>Composition</p> <ul style="list-style-type: none"> ☐ Identifies the audience for, and purpose of, the writing; ☐ Selects the appropriate form and uses other similar writing as models for their own; ☐ Proof-reads for spelling and punctuation errors; ☐ Ensures the consistent and correct use of tense throughout a piece of writing; ☐ Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining); ☐ Can describe settings, characters and atmosphere. <p>Spelling, Grammar and Punctuation</p> <ul style="list-style-type: none"> ☐ Uses dictionaries to check the spelling and meaning of words; ☐ Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter); ☐ Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'); ☐ Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text ☐ Uses the colon to introduce a list ☐ Punctuates bullet points to list information. 	<p><i>With reference to the KPIs</i></p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.</p> <p>A child can:</p> <ul style="list-style-type: none"> ☐ consciously control the structure of sentences in writing and understand why sentences are constructed as they are; ☐ generate ideas, draft, and re-read a piece of writing to check that the meaning is clear; ☐ adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally); ☐ create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances; ☐ demonstrate a mastery of language through public speaking, performance and debate; ☐ apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and ☐ draw on their knowledge of morphology and etymology to spell correctly.