

Year 6 – Working towards the expected standard						
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 (e.g. headings, sub-headings, bullet points)						
Using mostly correctly - capital letters - full stops - question marks - apostrophes for contraction - commas for lists						
Spelling most words correctly* (year 3 and 4)						
Spelling some words correctly* (year 5 and 6)						
Producing legible handwriting.						
Year 6 – Working at the expected standard						
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)						
In narratives, describe settings, characters and atmosphere						
Integrate dialogue in narratives to convey character and advance the action						
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)						
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
Use verb tenses consistently and correctly throughout their writing						
Using mostly correctly (Although all don't need to be evidenced in writing) - inverted commas, commas for clarity, punctuation for parenthesis - semi-colons, dashes, colons, hyphens						
Spell most words correctly* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Maintain legibility in joined handwriting when writing at speed.						