Year 6

				From February					
	IA	Aut	Spr	1	2	3	4	5	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 - using **contracted forms** in dialogues in narrative									
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using **passive verbs** to affect how information is presented									
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using **modal verbs** to suggest degrees of possibility									
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)									
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									
use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)									
spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary									
maintain legibility in joined handwriting when writing at speed.									
Greater depth									
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 (e.g. literary language, characterisation, structure)									
distinguish between the language of speech and writing and choose the appropriate register									
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this									
use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									