



Bearwood Primary School

Year 6 – End of Year Expectations

WRITING

Evidence must come from a range of genre:

COMPOSITION AND EFFECT	Write for a wide range of audiences, adapting style accordingly
	Select appropriate grammar and vocabulary to change or enhance meaning
	Develop setting, atmosphere and character, including through dialogue
	Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis
	Include imagination through language used to create emphasis, humour, atmosphere or suspense
SENTENCE STRUCTURE AND PUNCTUATION	Use an age-appropriate dictionary to check spelling and meaning
	Use a thesaurus
	Recognise vocabulary and structures that are appropriate for formal use (<i>e.g. find out – discover; ask for – request; go in – enter</i>), including subjunctive form (<i>e.g. If I were or Were they to come</i>)
	Use passive verbs to affect the presentation of information (<i>e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]</i>)
	Use brackets, dashes and commas to indicate parenthesis
	Use a colon to introduce a list
	Punctuate bullet points consistently
	Use ellipsis accurately
	Use hyphens to avoid ambiguity (<i>e.g. man eating shark versus man- eating shark or recover versus re-cover</i>)
Use semi-colons, colons and dashes between independent clauses (<i>e.g. It's raining; I'm fed up</i>)	
TEXT STRUCTURE AND ORGANISATION	Use advanced organisational and presentational devices (<i>e.g. headings, sub-headings, columns, bullets, tables</i>)
	Linking ideas across paragraphs using a wider range of cohesive devices (<i>e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence</i>)
	Structure material clearly, with sentences organised into appropriate paragraphs
	Develop material effectively, managed across a text
	Support the overall direction of the text by ensuring clear links between paragraphs
	Clearly structure paragraphs to ensure main ideas across a text support the purpose