



Year 6 End of Year Writing Expectations

Working Towards the Expected Standard (WT):

Pupil(s) are beginning to meet the following aims with support:

- To write for a range of purposes
- To use paragraphs to organise ideas
- To describe settings and characters in narratives
- To use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) in non-narrative writing
- To use mostly correctly:
 - ❖ Capital letters
 - ❖ Full stops
 - ❖ Question marks
 - ❖ Commas for lists
 - ❖ Apostrophes for contraction (e.g. *isn't – is not, hasn't – has not*)
- To spell most words correctly (*years 3 and 4 – included below*).
- To spell some words correctly (*years 5 and 6 – included below*).
- To write legibly.



Year 6 End of Year Writing Expectations

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To 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).
- To describe settings, characters and atmosphere in narratives.
- To integrate dialogue in narratives to convey character and advance the action.
- To 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).
- To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- To use verb tenses consistently and correctly throughout their writing.
- To use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
- To spell correctly most words from the year 5 / year 6 spelling list (*included below*).
- To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- To maintain legibility in joined handwriting when writing at speed.



Year 6 End of Year Writing Expectations

Working at Greater Depth within the Expected standard (GD):

Pupil(s) are confidently and independently able to apply their knowledge:

- To 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).
- To distinguish between the language of speech and writing and choose the appropriate register.
- To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- To use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Year 3 and 4 Statutory Spellings

| | | | | | | |
|--------------|-----------|------------|-----------|--------------|----------|-----------|
| accident | caught | eighth | heard | minute | possible | strange |
| accidentally | centre | enough | heart | natural | potatoes | strength |
| actual | century | exercise | height | naughty | pressure | suppose |
| actually | certain | experience | history | notice | probably | surprise |
| address | circle | experiment | imagine | occasion | promise | therefore |
| answer | complete | extreme | increase | occasionally | purpose | though |
| appear | consider | famous | important | often | quarter | although |
| arrive | continue | favourite | interest | opposite | question | thought |
| believe | decide | February | island | ordinary | recent | through |
| bicycle | describe | forward | knowledge | particular | regular | various |
| breath | different | forwards | learn | peculiar | reign | weight |
| breathe | difficult | fruit | length | perhaps | remember | woman |
| build | disappear | grammar | library | popular | sentence | women |
| busy | early | group | material | position | separate | |
| business | earth | guard | medicine | possess | special | |
| calendar | eight | guide | mention | possession | straight | |

Year 5 and 6 Statutory Spellings

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | forty | marvellous | programme | soldier |
| accompany | cemetery | develop | frequently | mischievous | pronunciation | stomach |
| according | committee | dictionary | government | muscle | queue | sufficient |
| achieve | communicate | disastrous | guarantee | necessary | recognise | suggest |
| aggressive | community | embarrass | harass | neighbour | recommend | symbol |
| amateur | competition | environment | hindrance | nuisance | relevant | system |
| ancient | conscience | equipment | identity | occupy | restaurant | temperature |
| apparent | conscious | equipped | immediate | occur | rhyme | thorough |
| appreciate | controversy | especially | immediately | opportunity | rhythm | twelfth |
| attached | convenience | exaggerate | individual | parliament | sacrifice | variety |
| available | correspond | excellent | interfere | persuade | secretary | vegetable |
| average | criticise | existence | interrupt | physical | shoulder | vehicle |
| awkward | curiosity | explanation | language | prejudice | signature | yacht |
| bargain | definite | familiar | leisure | privilege | sincere | |
| bruise | desperate | foreign | lightning | profession | sincerely | |