

# Writing End of Year Statements - Year 6



## Working Towards the Expected Standard

### *independently, pupils are able to:*

- Write for a range of purposes, knowing key features of a genre
- Use paragraphs to organise ideas
- In narratives, describe settings and characters using noun phrases expanded in a variety of ways
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use capital letters, full stops, question marks, commas for lists, apostrophes for singular possession and apostrophes for contraction mostly correctly
- Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- Write legibly at a reasonable speed.

## Expected Standard

### *Independently, pupils are able 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), using similar writing as a model
- In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses
- Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech
- 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
- Use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists
- Spell correctly most words from the year 5 / year 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
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

## Greater Depth within the Expected Standard

### *Pupil confidently and independently applies their knowledge and skills to demonstrate that they are able 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)
- 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 key stage 2 correctly (e.g. semi-colons and colons to mark boundaries between clauses, dashes and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

## Year 3-4 Words

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

## Year 5-6 Words

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

Year 5-6 Spelling Programme of Study	
Endings which sound like /ʃəs/ spelt -cious or -tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in -able and -ible Words ending in -ably and -ibly	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in -fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Range of Punctuation Expected in Year 4	
Year 1	<ul style="list-style-type: none"> <li>● Capital letter to start a sentence</li> <li>● Capital letter for proper nouns</li> <li>● Capital letters for personal pronoun (I)</li> <li>● Full stops</li> <li>● Question marks</li> <li>● Exclamation mark</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● Apostrophe for contractions</li> <li>● Apostrophe for possessions</li> <li>● Commas for a list</li> <li>● Coordinating conjunctions (e.g for, and, nor, but, or, yet, so)</li> <li>● Subordinating conjunctions (e.g when, if, that, because)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● Inverted commas to punctuate direct speech</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>● Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>● Use of commas after fronted adverbials</li> </ul>

<b>Year 5</b>	<ul style="list-style-type: none"><li>● Brackets, dashes or commas to indicate parenthesis</li><li>● Use of commas to clarify meaning or avoid ambiguity</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>● Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</li><li>● Use of the colon to introduce a list and use of semi-colons within lists</li><li>● Punctuation of bullet points to list information</li><li>● How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li></ul>