

Year 6
Writing Endpoints
In addition to working towards statements from the STA Teacher Assessment Framework
Transcription
1. Maintain legibility in joined handwriting when writing at speed. 2. Use editing skills to proof-read and correct errors in order to increase accuracy and sense.
Sentence Structure
3. Use the range of punctuation taught at KS2 mostly correctly within writing. 4. Use verb tenses consistently and correctly throughout writing.
Composition
5. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. 6. Vary sentence structures to add detail, for emphasis and to avoid repetition. 7. In narratives, describe settings, characters and atmosphere 8. Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 9. Integrate dialogue in narratives to convey character and advance the action. 10. Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. 11. Evaluate and redraft sections of writing in order to enhance and improve.
Spelling
(Taught through Trust Spelling Bee Scheme)
Apply taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary. Spell the Year 3/4 statutory words correctly. Spell the Year 5/6 statutory words mostly correctly.
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 key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Year 5		
Writing Endpoints		
Autumn	Spring	Summer
Transcription		
1. Write with legible and consistent handwriting, with most joins correctly formed. 2. Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.	1. Write with legible and consistent handwriting, with most joins correctly formed. 2. Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.	1. Begin to maintain legibility in joined handwriting. 2. Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure		
3. Use commas after fronted adverbials, as well as in lists. 4. Begin to use commas to mark the boundary between a subordinate clause and a main clause. 5. Put the apostrophe in the correct place within contractions and for singular and plural possession. 6. Use inverted commas to punctuate a sequence of speech sentences mostly correctly. 7. Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. 8. Use a range of verb tenses with increasing consistency 9. Use person and subject-verb agreement with increasing consistency.	3. Begin to use brackets, dashes and/or commas to indicate parenthesis. 4. Use commas to mark the boundary between a subordinate clause and a main clause. 5. Begin to use commas for clarity correctly. 6. Use speech punctuation accurately, including before and after a reporting clause. 7. Begin to use relative clauses to extend sentences. 8. Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing	3. Use brackets, dashes and/or commas to indicate parenthesis Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause. 4. Use commas for clarity mostly correctly 5. Use speech punctuation accurately, including before and after a reporting clause. 6. Use relative clauses to extend sentences 7. Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
Composition		
10. Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader. 11. Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest. 12. Describe settings and characters through descriptive language. 13. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader 14. Begin to use both formal and informal writing features 15. Use dialogue to provide relevant information about characters. 16. Use paragraphs to organise ideas around a theme, making cohesive links between them. 17. Begin to evaluate and redraft sections of writing in order to enhance and improve.	9. Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader. 10. Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest. 11. Describe settings and characters through carefully chosen descriptive language. 12. Begin to create atmosphere through use of language, sentence structure and punctuation for effect. 13. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader. 14. Write using both formal and informal styles 15. Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward. 16. Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them. 17. Begin to evaluate and redraft sections of writing in order to enhance and improve.	8. Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar, structure and organisational features to aid the reader. 9. Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest. 10. Describe settings and characters through carefully chosen descriptive and figurative language. 11. Create atmosphere through use of language, sentence structure and punctuation for effect. 12. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader. 13. Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose. 14. Use dialogue purposefully to provide information about characters and/or move events forward 15. Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition 16. Begin to evaluate and redraft sections of writing in order to enhance and improve.
Spelling (Taught through Trust Spelling Bee Scheme)		
Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing. Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context.	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing. Spell most Year 3/4 statutory words correctly. Spell many of the taught Year 5/6 statutory words correctly.	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing. Spell the Year 3/4 statutory words correctly. Spell most of the taught Year 5/6 statutory words correctly
Greater Depth		
Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs. Make some choices about:		

- the organisation, structure and content of writing
 - the use of formal and informal language and grammar features
 - the manipulation of grammar and language for effect and context
 - the use of written language structures, as well as those that mirror spoken language
- when to use additional punctuation to avoid ambiguity or for effect to show a clear and consistent individual writer's voice, which reflects purpose and audience.

Writing Outcomes						
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Class Novels</u> <u>Autumn Term:</u> When the Sky Falls The Night I Met Father Christmas <u>Spring Term:</u> Stay where you are then Leave <u>Summer Term:</u> Wonder <u>Optional Texts</u> Skellig Treasure Island In Flanders Fields Oliver Twist A Christmas Carol The Night I Met Father Christmas <u>Non-fiction</u> Range of high quality non-fiction including online and books	<u>Non-Chronological report</u> Linked to Britain at War Expected Standard: Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. End points: 4, 8 & 10 (Y6) End points 7, 8 , 11 & 16 (Y5) Transform for GDS: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality <u>Recount</u> When the Sky Falls Expected Standard: Write letter/diary entries including the grammatical and layout features End points: 3, 4 & 6 (Y6) End points: 7, 8 & 11(Y5) Transform for GDS: Write from a different perspective	<u>Narrative</u> The Piano Expected Standard: Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. End points: 3, 6, 9 & 10 (Y6) End points: 3, 6, 11 & 15 (Y5) Transform for GDS Independently use a non- linear structure to show control of formality for different shifts of time <u>Persuasion</u> The Night I Met Father Christmas Expected Standard: Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. End points: 4, 6 & 8 (Y6) End points: 7, 8, 11 & 13 (Y5) Transform for GDS Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	<u>Narrative</u> Little Freak Expected Standard: Plan and write a story with two narrators to tell the story from different perspectives. End points: 3 & 9 (Y6) End points: 3, 5, 6 & 15(Y5) Transform for GDS Independently change the formality of the two narrators so that they contrast. <u>Newspaper Article</u> https://www.literacyshed.com/3littlepigs.html Traditional Tales Expected Standard: Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. End points: 3, 8 & 10 (Y6) End points 3, 13 & 16 (Y5) Transform for GDS Plan and manipulate another traditional tale	<u>Discussion</u> Wonder Expected Standard: Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. End points: 4, 8 & 10 (Y6) End points: 8, 13 & 16 (Y5) Transform for GDS Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality	<u>Narrative</u> Writing from the perspective of an everyday object Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. End points: 6 & 9 (Y6) End points: 3, 4, 5, 6 & 14(Y5) Transform for GDS: Write the same recount for a chosen audience, appealing to each one through managed shifts of formality <u>Recount</u> Oliver Twist Expected Standard: Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. End points: 8 & 10 (Y6) End points: 10, 11, 13 & 15 (Y5) Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.	<u>Narrative</u> Treasure Island Expected Standard: Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour End points: 9 & 10 (Y6) End points: 5, 11, 14 & 15 (Y5) Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere. <u>Explanation</u> Slave trade triangle Expected Standard: Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader End points: 3, 6 & 8 (Y6) End points: 3, 4, 6, 9 & 15 (Y5) Transform for GDS Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write

The class novels are read at story time, they may be used as a stimulus for writing. The optional texts may be read to the class across the year as and when the teacher decides.