



**Year 6 Knowledge and Skills Progression Document- Writing**

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Some year 5/6 spellings are correct and most of the year 3/4</p> <p>Handwriting is legible, fluent and has increasing speed</p> <p>Identifying the purpose and audience for writing</p> <p>Draft and write using some appropriate grammar and vocabulary to the style of writing</p> <p>Write narrative including some character and setting description</p> <p>Link ideas within sentences and paragraphs using cohesive devices</p> <p>Use the colon to introduce a list and semi-colons within lists</p> <p>Editing and evaluating is used to ensure tense consistency, spelling and punctuation</p> <p>Use the colon to introduce a list and semi-colons within lists, with increasing confidence</p>	<p>Most spellings accurate (year 5/6 words)</p> <p>Use of ambitious vocabulary</p> <p>Handwriting is legible, fluent and has increasing speed, joining and not-joining specific letters</p> <p>Identifying and understanding the purpose and audience for writing</p> <p>Draft and write using consistent appropriate grammar and vocabulary to the style of writing</p> <p>Write narrative by describing setting, characters and atmosphere</p> <p>Use of dialogue to advance action and convey characters (appropriate punctuated and relevant to writing)</p> <p>Write in the appropriate style and tone (formal and informal speech/language)</p> <p>Link ideas across paragraphs using cohesive devices (fronted adverbials, repetition of words and phrases, ellipsis)</p> <p>Use layout devices to structure a text (columns, tables, bullet points, heading and subheadings)</p> <p>Use semi-colon, colon, and dash appropriately, e.g. to mark independent clauses</p> <p>Use the colon to introduce a list and semi-colons within lists, consistently</p> <p>Where appropriate, editing is used to improve and evaluate writing (e.g. spellings, tenses, correct use of punctuation)</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing, choosing the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity</p>