



Writing Objectives Year 6

Y6	Composition - Planning	1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations).
Y6	Composition - Planning	2. Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary.
Y6	Composition - Drafting & Writing	3. Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters.
Y6	Composition - Drafting & Writing	4. Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories.
Y6	Composition - Drafting & Writing	5. Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).
Y6	Composition - Drafting & Writing	6. Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?).
Y6	Composition - Drafting & Writing	7. Write a range of more sophisticated poetry and experiment with different forms, e.g. narrative poems, sonnets, odes, elegies.
Y6	Composition - Drafting & Writing	8. Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices.
Y6	Composition - Drafting & Writing	9. Manipulate and control the use of non-fiction language features e.g. rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.).
Y6	Composition - Drafting & Writing	10. Manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument.
Y6	Composition - Drafting &	11. Use a range of cohesive devices within and between

	Writing	paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses.
Y6	Composition - Reviewing & Editing	12. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs; passive voice; range of clauses; use of the subjunctive.
Y6	Composition - Reviewing & Editing	13. Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations.
Y6	Composition - Reviewing & Editing	14. Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience,
Y6	Transcription - G,V,P	15. Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
Y6	Transcription - G,V,P	16. Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. Tom skulked grudgingly along the empty corridor, towards the Head's imposing door. Vocabulary linked to a historical period and style; using dialect.
Y6	Transcription - G,V,P	17. Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly.
Y6	Transcription - G,V,P	18. Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.
Y6	Transcription - G,V,P	19. Use an effective range of sentence structures, including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate>
Y6	Transcription - G,V,P	20. Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths.
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Y6	Transcription - G,V,P	21. Use the perfect form of verbs to mark relationships of time and cause e.g. They've been staying with us since last week. Scientists have recently discovered a new species..
Y6	Transcription - G,V,P	22. Use formal language structures in speech and writing, including

		the subjunctive and question tags e.g. If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?
Y6	Transcription - G,V,P	23. Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form..
Y6	Transcription - G,V,P	24. Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded..
Y6	Transcription - G,V,P	25. Control the use of inverted commas for direct speech, reported speech and quotations..
Y6	Transcription - G,V,P	26. Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark).
Y6	Transcription - Spelling	28. Can spell all of the Y5/6 common exception words and homophones.
Y6	Transcription - Spelling	29. Can spell words using all of the Y5/6 prefixes and suffixes.
Y6	Transcription - Spelling	30. Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.
Y6	Transcription Handwriting	Write fluently and legibly with speed and a personal style.