|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 6** Agreed non-negotiables from previous year groups | * Write fluently and legibly with speed and a personal style
* To list and to separate clauses, and/but/so/when/if/because/as/although
* Embedded/relative clauses, fronted adverbial phrases, commas for clauses, consistent accurate tense throughout, spelling mostly accurate either before or after editing
 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan
 |  |  |  |  |  |  |
| 1. Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary
 |  |  |  |  |  |  |
| 1. Perform compositions, using appropriate intonation, volume and movement, adapt as necessary to engage the audience
 |  |  |  |  |  |  |
| 1. Use expanded noun phrases across writing to convey complicated information concisely e.g. expand using prepositions, adverbs (very/nearly/almost/extremely), expand before the noun and after
 |  |  |  |  |  |  |
| 1. Use the perfect form of verbs to mark relationships of time and cause e.g. this had been happening since …and would continue to happen
 |  |  |  |  |  |  |
| 1. Control the use of inverted commas for direct speech, reported speech and quotations e.g. all speech punctuation accurate and placed correctly within a paragraph to communicate character, plot or setting
 |  |  |  |  |  |  |
| 1. Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths e.g. short sentences for tension, complex sentences for to build a scene
 |  |  |  |  |  |  |
| 1. Use an effective range of sentence structures, including sentences with multiple clauses e.g. embedded/relative/fronted/end used to create character, build atmosphere, create a setting, add relevant factual details – secure commas for clauses
 |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term 2 Milestones completed** |
| 1. Use semi colons, colons or dashes to mark boundaries between independent clauses accurately e.g. semi colons as an unspoken connective/ dashes for parenthesis/colons to separate clauses - The town was peaceful: the menace would not come again tonight (description : detail)
 |  |  |  |  |  |  |
| 1. Use a colon to introduce a list and semi colons within a list e.g. within instructions/a list within a sentence - The man had the following features: a small wrinkled nose; rose pink cheeks; piercing blue eyes that appeared to follow you wherever you went; small flabby ears. Revisit internal punctuation
 |  |  |  |  |  |  |
| 1. Punctuate bullet points consistently e.g. when appropriate to the text type
 |  |  |  |  |  |  |
| 1. Use figurative devices such as extended metaphors and colloquialisms e.g. linked to poetry and quality texts. Use to describe character or setting
 |  |  |  |  |  |  |
| **Term 3 Milestones completed** |
| 1. Use the passive voice deliberately e.g. for tension formal writing – the key had been taken from the draw/the man is being held for questioning – revisit verb forms (past/present/progressive/perfect)
 |  |  |  |  |  |  |
| 1. Use hyphens to avoid ambiguity Punctuate bullet points consistently e.g. link to text type organisational features
 |  |  |  |  |  |  |
| 1. Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. link to quality text or modelled text and Year 5/6 word list
 |  |  |  |  |  |  |
| 1. Use formal language structures in speech and writing e.g. subjunctive and question tags, passive voice, perfect tense
 |  |  |  |  |  |  |
| 1. Develop settings and atmosphere in detail e.g. dedicate paragraphs to building the setting/atmosphere, link atmosphere to figurative device such as metaphor or repetition. Link atmosphere to known influences such as the weather - storm = danger rain = sadness
 |  |  |  |  |  |  |
| 1. Use a range of cohesive devices within and between paragraphs e.g. noun and pronoun chains, …, fronted adverbials, repetition, verb forms and tense agreement, linking themes (golden thread)
 |  |  |  |  |  |  |
| **Term 4 Milestones completed** |
| 1. Control and maintain more complex plots e.g. write alternative endings, prequels/sequels, write beginning/middle/end stories with paragraphs containing detail on character or setting or tension between characters
 |  |  |  |  |  |  |
| 1. Manipulate and control the use of narrative language features e.g. adverbial, prepositional, noun phrases, power of 3, figurative devices, sentence lengths for tension/exploration, perfect forms, standard and non-standard English
 |  |  |  |  |  |  |
| 1. Manipulate and control the use of non fiction language features e.g. verb forms, genre specific, precise adverbial, prepositional, noun phrases, parenthesis, standard and non-standard English
 |  |  |  |  |  |  |
| 1. Manipulate and control the use of organisational features in fiction and non fiction e.g. range of cohesive devices such as: noun and pronoun chains, …, fronted adverbials, repetition, verb forms and tense agreement, sub headings, headings, genre specific
 |  |  |  |  |  |  |
| 1. Can spell all of the year 5/6 common exception words and homophones e.g. include editing evidence
 |  |  |  |  |  |  |
| 1. Can spell words using all of the year 5/6 prefixes and suffixes e.g. include editing evidence
 |  |  |  |  |  |  |
| 1. Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
 |  |  |  |  |  |  |
| 1. Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect
 |  |  |  |  |  |  |
| 1. Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
 |  |  |  |  |  |  |
| 1. Identify the audience and purpose for writing
 |  |  |  |  |  |  |
| 1. *Select the appropriate form, grammatical structures and authorial voice to suit audience and purpose*
 |  |  |  |  |  |  |
| 1. Write more sophisticated poetry and experiment with different forms
 |  |  |  |  |  |  |
| **Term 5/6 Milestones completed** |  |  |  |  |  |  |