

<b>Year 6</b> Agreed non-negotiables from previous year groups	<ul style="list-style-type: none"> <li>• Write fluently and legibly with speed and a personal style</li> <li>• To list and to separate clauses, and/but/so/when/if/because/as/although</li> <li>• Embedded/relative clauses, fronted adverbial phrases, commas for clauses, consistent accurate tense throughout, spelling mostly accurate either before or after editing</li> </ul>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1. Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan							
2. Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary							
3. Perform compositions, using appropriate intonation, volume and movement, adapt as necessary to engage the audience							
4. 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							
5. Use the perfect form of verbs to mark relationships of time and cause e.g. this <u>had been</u> happening since ...and <u>would</u> continue to happen							
6. 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							
7. 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							
8. 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							
<b>Term 2 Milestones completed</b>							
9. 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)							
10. 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							
11. Punctuate bullet points consistently e.g. when appropriate to the text type							
12. Use figurative devices such as extended metaphors and colloquialisms e.g. linked to poetry and quality texts. Use to describe character or setting							
<b>Term 3 Milestones completed</b>							
13. Use the passive voice deliberately e.g. for tension formal writing – the key <u>had been</u> taken from the draw/the man <u>is being</u> held for questioning – revisit verb forms (past/present/progressive/perfect)							
14. Use hyphens to avoid ambiguity Punctuate bullet points consistently e.g. link to text type organisational features							
15. 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							
16. Use formal language structures in speech and writing e.g. subjunctive and question tags, passive voice, perfect tense							
17. 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							
18. 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)							
<b>Term 4 Milestones completed</b>							
19. 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							
20. 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							
21. 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							
22. 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							
23. Can spell all of the year 5/6 common exception words and homophones e.g. include editing evidence							
24. Can spell words using all of the year 5/6 prefixes and suffixes e.g. include editing evidence							
25. Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus							
26. Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect							
27. Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations							
28. Identify the audience and purpose for writing							
29. Select the appropriate form, grammatical structures and authorial voice to suit audience and purpose							
30. Write more sophisticated poetry and experiment with different forms							