

## **Writing Milestones Year 6**

Expected Standard at the End of Year 6									
Genre/ Text									
Durings 9 Immed									
Purpose & Impact  Write whole texts that are interesting, engaging and thoughtful									
Manipulates reader through the telling of a		1	l	1		l	1	1	
narrative e.g. Use of humour or controls the									
direction of non-fiction through a range of strategies									
e.g. persuasive devices									
Convey a convincing viewpoint using the point of									
view of others to support or contrast writers own									
opinion  Produce texts which are appropriate to reader and purpose									
Choose style/ gene features to maintain and									
challenge the reader's interest e.g. elaborate detail									
in narrative or succinctness in police report									
Adapt well known genres to create different effects									
e.g. fairytales with a twist exploring new viewpoint									
Structure and Shape									
Organise and present whole texts effectively that sequence and st	ructure i	informat	ion						
Navigate a reader through a text in a logical,									
chronological way or subvert this e.g. flash forward,									
opposing viewpoint									
Use a range of layout devices e.g. headings, sub-									
headings, columns, bullets and tables etc.									
Construct a cohesive piece with logical links/ breaks	<u>l</u>		<u> </u>		<u>l</u>	<u> </u>			
Link ideas across paragraphs using a wider range of									
cohesive devices e.g. repetition of word or phrase,									
use of ellipses as cliffhanger at end of section									
Apply paragraphs across a whole text to support the									
'ease of engagement' for the reader									
Sentence Structure									
Vary sentences for clarity, purpose and effect									
Write informally or formally appropriate to genre.									
text type									
Vary the types of sentences within a piece across									
simple, compound and complex constructions									
	1		1		1	1			



## Writing Milestones Year 6

Tense					
Use the subjunctive form of the verb to emphasise					
formality, urgency and importance e.g. The teacher					
insists that her pupils be on time					
Passive Voice					
Use passive voice to affect the presentation of					
information in a sentence e.g. The window in the					
greenhouse is broken					
Conjunctions/ Complex Sentences					
Use a range of complex construction strategies to					
build subordinating clauses with verb starts ending					
in 'ing', 'ed' or adverbs 'ly' followed by verbs,					
relative clauses and subordinating conjunction starts					
Writerly Techniques					
Deploy poetic style to engage the reader					
Use personification to give human attributes to					
inanimate objects/ things					
Use symbolism as a recurring idea to emphasise a					
themed motif e.g. ongoing reference to water					
Vocabulary					
Select appropriate and effective vocabulary				ı	ı
Use varied and precise vocabulary to create					
particular stylistic effects					
Use some 'pink' ambitious vocabulary (See Pink					
Writing Progress Plan)					
Adverbs/ adverbial phrases					
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## Writing Milestones Year 6

Handwriting					
Write speedily in a joined, legible style					
Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data					
TOTAL:					

Pre Key-Stage:	Working Towards the	Expected Standard:	Greater Depth (Light	Greater Depth
0-3 Marks	expected standard:	10-14 Marks	Blue):	(Dark Blue):
	4-9 Marks		15-21 Marks	22+ Marks

Terminology for Pupils					
Subject					
Object					
Active					
Passive					
Synonym					
Antonym					
Ellipsis					
Hyphen					
Colon					
Semi-Colon					
Bullet points					