

Y6	Domain: Writing - Composition		
Sentence structure and punctuation	Text structure and organisation	Vocabulary	
Develop their understanding of the concepts in Appendix 2 of the statutory requirements by: 1.Recognising vocabulary and the differences between structures typical of informal and formal speech and writing. <i>E.g. find out – discover; go in – enter; ask – request</i> 2.Using the subjunctive form e.g. to emphasise urgency or importance. <i>The school requires that all pupils be honest.</i> 3.Using passive verbs to affect the presentation of information in a sentence. <i>E.g. Our lunch was eaten by the dog. and A visit was arranged by the school.(esp. in science investigations or explaining a geographical phenomenon)</i> 4.Using modal verbs and adverbs to indicate degrees of possibility, probability and certainty. <i>e.g. could, should, would, might, ought, will, probably, almost never.</i> 5. Consciously controlling sentence structure in their writing demonstrating understanding of why they are constructed as they are. 6.Using embedded relative clauses beginning with <i>who, which, where, when, whose</i> or <i>that</i> to write complex sentences. Indicate their understanding of grammatical and other features by: 7.Using a colon to introduce a list. 8.Using semi-colons, colons or dashes to mark boundaries between independent clauses. 9. Using hyphens to avoid ambiguity <i>e.g. man eating shark v man-eating shark.</i> 10.Punctuating bullet points consistently	1.Use an appropriate form and style to match the audience and purpose of the writing including the appropriate register. <i>e.g. Incident report: audience: police; purpose: to recount; style: formal; form: eyewitness report.</i> 2.Independent writing shows the language and structural features of given text type / genre. <i>E.g. recounts, instructions, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms, comparisons, summaries and evaluations.</i> 3.Securely use mixed genres in their writing for a variety of purposes <i>e.g. a fictional newspaper report, a persuasive letter.</i> 4.Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment. 5. Use a variety of devices to build cohesion including adverbials of time, place and number <i>e.g. to link ideas within and across paragraphs – later, nearby, secondly.</i> Repetition of a word or phrase. Ellipses. <i>See Appendix 2.</i> 6. Draw imaginatively on experiences/ models from their literary experiences what have they learned about how authors develop characters and settings to help them create their own. <i>E.g. draw on known characters and adapt them, take elements from different settings and combine in new ways.</i> 7.Use dialogue to convey character and to advance action. 8.Use a wide range of presentational and organisational devices to structure texts. <i>E.g. ICT, illustrations, hyperlinks, flashbacks, rule of 3, single line paragraph for effect.</i> 9. Development of material is controlled across texts <i>e.g. closings refer back to openings</i>	1.Evidence of varied vocabulary across a range of genre/ text types including technical vocabulary related to the subject, age appropriate academic vocabulary. 2. Expansion of ideas to a phrase rather than a single word. 3.Demonstrate understanding of the nuances in vocabulary choices 4. Select appropriate. grammar and vocabulary to enhance meaning and for emphasis or impact. <i>E.g. use subordinate clauses, adverbial phrases, expanded noun phrases to convey complicated information concisely.</i> 5.Use descriptive language to create settings, characters and atmosphere. <i>E.g. rule of 3. "Friends, Romans, Countrymen"</i> 6.Use of and expansion of figurative language – <i>e.g. similes, metaphors, personification.</i> 7. Use a thesaurus to introduce varied and precise vocabulary – avoid repetitious or bland language 8.Convert nouns or adjectives into verbs using suffixes <i>e.g. –ate, -ise, -ify.</i> 9.Use prefixes to generate new verbs: dis-, de-, mis-, over-, re-. Spelling expectations see Appendix 1. Basic learning acquiring and refining skills - emerging Consolidate learning – developing Practise skills Secure learning – applying skills - expected Deeper learning –extending skills exceeding	