

## Year 6 writing

Key performance indicator	Performance standard
<p><b>Composition</b></p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Can describe settings, characters and atmosphere</p> <p><b>SPaG</b></p> <p>Uses dictionaries to check the spelling and meaning of words</p> <p>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)</p> <p>Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')</p> <p>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Uses the colon to introduce a list</p> <p>Punctuates bullet points to list information</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• consciously control the structure of sentences in writing and understand why sentences are constructed as they are;</li> <li>• generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;</li> <li>• adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);</li> <li>• create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;</li> <li>• demonstrate a mastery of language through public speaking, performance and debate;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and</li> <li>• draw on their knowledge of morphology and etymology to spell correctly.</li> </ul>