

## YEAR 6 WRITING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

**Working towards expected standards** means that your child is still working towards the expectations for the year group.

**Working at the expected standard** means that your child is confidently achieving the end of year expectations.

**Working at greater depth means** that your child is confidently achieving above the expectations for the year group.

<b>Working towards expected standard for Year 6</b>
Write for a range of purposes
Use paragraphs to organise ideas
Describe settings in narratives
Describe characters in narratives
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
Use capital letters mostly correctly
Use full stops mostly correctly
Use ? mostly correctly
Use commas in lists mostly correctly
Use apostrophes for contractions mostly correctly
Spell most words correctly from Yr 3 – 4 lists and some words from Yr 5 – 6 lists
Produce legible handwriting
<b>Working at expected standard for Year 6</b>
Write for a range of purposes and audience, selecting language that shows good awareness of the reader
In narratives, describe settings, characters and atmosphere
Integrate dialogue to convey character and advance the action.
Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Use verb tenses consistently and correctly throughout their writing (eg simple past/present; progressive past/present; past/present perfect)
Use the range of punctuation taught at key stage 2 mostly correctly: Proof-read for errors
Use inverted commas mostly accurately
Use commas mostly accurately
Punctuate parenthesis mostly accurately
Use semi-colons, colons (in lists), dashes and hyphens with some accuracy
Spell correctly most words from the year 5 / year 6 spelling list (Proof-read for errors),* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legible, joined up handwriting when writing at speed
<b>Greater depth at Year 6</b>
Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):
Use literary language thoughtfully
Show characterisation
Use suitable and thought-out structures
Distinguish between the language of speech and writing and choose the appropriate register
Exercise an assured and conscious control over levels of formality, particularly through the use of grammar and vocabulary to achieve this
Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity:
Inverted commas, Commas, Punctuate parenthesis, Semi-colons and colons (for joining clauses), Dashes and brackets, Hyphens to avoid ambiguity

## WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

## GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

## HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.