

Year 6 Framework		Date							
Working Towards	Write for a range of purposes	Writing to entertain							
		Writing to inform							
		Writing to persuade							
		Writing to discuss							
	Use paragraphs to organise ideas.								
	In narratives, describe settings and characters.								
	In non-narratives, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)								
	Use capital letters, full stops, questions marks, commas for lists and apostrophes for contraction mostly correctly.								
Spell correctly most words from the year 3/4 spelling list and some words from the year 5/6 spelling list.									
Write legibly (no requirement for joining).									
Expected	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).	Writing to entertain							
		Writing to inform							
		Writing to persuade							
		Writing to discuss							
	In narratives, describe settings, characters and atmosphere.								
	Integrate dialogue in narratives to convey character and advance the action.								
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this 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.								
	Use commas to clarify meaning or avoid ambiguity								
Use Semi-colons, colons or dashes to mark boundaries between independent clauses.									
Spell correctly most words from the year 5/6 spelling list and use a dictionary to check spelling of uncommon or more ambitious vocabulary.									
Maintain legibility in joined handwriting when writing at speed.									
Greater Depth	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).	Writing to entertain							
		Writing to inform							
		Writing to persuade							
		Writing to discuss							
	Distinguish between the language of speech and writing and choose the appropriate register.								
Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.									
Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens), and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									