

Leigh St. John's C.E. Primary School Writing Objectives for Year 6



	The child can:	W/E/ GDS	Comments
1	write for a range of purposes		
2	use paragraphs to organise ideas		
3	in narratives, describe settings and characters		
4	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		
5	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly		
6	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*		
7	write legibly		
8	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)		
9	in narratives, describe settings, characters and atmosphere		
10	integrate dialogue in narratives to convey character and advance the action		
11	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)		
12	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and		

13	use verb tenses consistently and correctly throughout their writing		
14	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)		
15	spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
16	maintain legibility in joined handwriting when writing at speed		
18	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)		
19	distinguish between the language of speech and writing and choose the appropriate register		
20	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
21	use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^		

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).