

Freeland School Writing Expectations

Year 6



Year 6 Writing Checklist

Working at the Expected Standard:

The pupil can 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):
In narratives, describe settings, characters and atmosphere
Integrate dialogue in narratives to convey characters 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 the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
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
Maintain legibility in joined handwriting when writing at speed. ²

- Strong technically for this point in the year

①

brackets for parenthesis
expanded noun phrase

modal

adverbial

inverted commas

dashes for parenthesis

Jonathan L. Myers © 2015 13/10/15 6/1

The Silver birch tree sat in the Lizzies back garden, listening in the morning light. The dawn chorus (Snowy, Kingfisher, Brambling, Ruby, Clementine and Plum) sang their morning song, chort. Lizzie awoke to the singing birds chorus. She raced down to the kitchen, wolfed down her breakfast and ran towards the tree. Her feet getting tickled in the luscious grass like a monkey. She climbed up the tree and sat on the largest branch. The sun warmth, birds joyful song, the company of the birch tree birds - could Lizzie's day get any better?

Lizzie then decided she would sit next to Chris and Chag (the yes, no, bird). "What's your?" "Do you like it up here?" Lizzie asked. "Ver' good!" Chris, "No" said Chag. Lizzie asked and asked but then realised she would just get the same answer. The girl spent hours with the birds. She till she heard her Mum shout at her in for lunch.

The next day, Lizzie climbed up the tree, up a different route and activated a large wooden lever disguised as a log. A door switched on and off, light, clicked, and then a hole appeared in the tree below where Lizzie was hanging. She dropped through. The breeze murmured through the branches above where Lizzie was standing. "Hello," squeaked a voice in front of her. "What is your meaning here?" It was Eagle. "Lucky duckie, whistling and Martin muscles come up behind her. They had really grown in size - grabbed her arm and took her to the prison. "Help!" she screamed. "Bird brains!" Next to her, a cello was super bird and upside-down bird. "What's going on?" Lizzie asked. Super bird explained the whole story. Eagle overtook some of our birds and they all became evil. He then decided to make this underground

Expanded noun phrase
modal
adverbial

parenthesis

Wednesday 20th January 2016

Write a short passage that includes a flashback.

The video blog

Clothes and photos scattered the floor as my best friend rambled on about how much she would miss Liverpool. I remained silent. My fingertips ran along the bright pink walls (which had drawings and writing scribbled across it) and the muffled sound of the radio bounced drifted across the room. Then, at that moment, something caught my attention. I almost pounced at it. However, I quickly regained my self-control. Desperate, I dug through the piles of old homework until I finally caught a glimpse clear glimpse of it.

21-01-16 A scrapbook. It wasn't mine, but my best friend's, Jemimah. "I'll just get us some hot chocolate." Jemimah smiled, slipping away. Quickly, I shut the door closed, curious to discover what memories the book held. I peeled the scrapbook open, gasping a gasp leaving my lips. As I grasped the book tightly, I remembered.

Again, I found myself holding up a video camera. I grinned! "Ready?" Almost instantly, a voice echoed mine. "Ready."

It was one of the hottest days of the year. Me and Jemimah were staying in a caravan, along with both our families. "Hi everyone!" I yelled

Expanded noun phrase.

dash

backticks

Simple sent for effect.

relative clause

prepositional exp. phrase

non phrase.

Brackets: (relative clause)

cohesive adverbial

* error or omitted punctuation (apostrophe & hyphen).

tenses

adverbial.

tenses (past progressive)

Grammatical error

Passive

Past Progressive

Col. device

at the camera. "My name is Ella, and this is
Jemimah!" We were both in onesies and our
hair hadn't been brushed yet. I continued. "So
we are currently in a caravan site, I think it's
called Haven or something." Suddenly, a
voice interrupted. "We are both extremely bored.
Mum won't let me go outside yet." For the
next five minutes, we just stared at the
camera. Then, the door burst open, causing
me to lose grip of the camera. Everything
moved in slow motion. Mortified, I reached
for the camera. All that Jemimah could
do was watch as it smashed to the
ground. "This is all your fault." I hissed,
not really knowing who I was talking to.

contraction
passive.

/New line

Fronted
adverbial.

modal
verb

subordinate
clause.

"Oh! I remember that!" Jemimah called. Guilty
for looking through her stuff, I shoved the
book under the pile of homework. I sighed.
"Look. I am sorry that you have to leave
for Australia. We're going to miss you."
"Me too." She replied, pulling me into an embrace.

Short snappy
sentences.

tense
Past progressive

A well written passage.
You have made a clear link into
the flashback.

N.S. Re-word the sentence in
the second paragraph.
A scrapbook - it wasn't mine, but my best friend, Jemimah.
I peeled the scrapbook open, a gasp escaping my lips