

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

(D)

Jonathan Wilson's Journal 15/11/15



The silver birch tree sat in the Lizzie's back garden, listening in the morning light. The dawn chorus (Snowy, Brambling, Hairy Woodpecker, Ruby, Clementine and Plum) sang their morning song, chattering. Lizzie awoke to the singing birds chorus. She raced down to the kitchen, swallowed 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 songs, the company of the birch tree birds - could Lizzie's day get any better?

Lizzie then decided she would sit next to Chip and Chag (the yes, no, birds) which gave her "Do you like it up here?" Lizzie asked. "Ver' good" Chip, "no" said Chag. Lizzie asked and asked but then realised she would just get the same answer. The girl went back with the birds she till she heard her Mum shout her in for lunch.

The next day, Lizzie climbed up the tree up a different route and discovered a large wooden box disguised as a log. Pistons switched on and off, light flickered and then a hole appeared in the log below where Lizzie was hanging. She dropped through. The breeze mirrored through the branches above where Lizzie was standing. "Hello, Squawked a voice in front of her, what is your meaning here?" It was Eglet, Lizzie's dearest, whistling and Martin muscles came up behind her. They had really grown in size - grabbed her arms and took her to the prison. "Help, the screamed, but brain." Next to her, a cello was super bird and upside-down bird. "What's going on?" Lizzie asked. Super bird explained the whole story: Eglet overtook some of our birds and they all became evil. He then decided to make this underground

brackets for parenthesis

expanded noun phrase

modal

adverbial

inverted commas

dashes for parenthesis

Expanded Noun Phrase
Adverbial
modal
adverbial

parenthesis

Wednesday 20th January 2016

WAI: 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.

Expanded noun phrase
dash
brackets
Simple sent for effect.
relative clause
prepositional exp. phrase
noun phrase
Brackets: (relative clause)
cohesive adverbial
* error or omitted punctuation (apostrophe & hyphen)

21-01-16 A scrapbook. It wasn't mine, but my best friend, Jemimah, said "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.

Col. device
tenses
adverbial
tenses (past progressive)

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

Passive
Part Progressive
Grammatical error

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:

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