Littleport Community Primary School
Writing Expectations across the Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Handwriting	Write legibly, fluently and with increasing speed, using joins					
	Sentences	Use a mixture of simple, compound and complex sentences chosen appropriately to create the desired atmosphere, mood or effect – including the formal or informal nature of a piece of writing **(This builds from year 5)**					
		Use a wide range of co-ordinating and subordinating conjunctions to build relationships between ideas. (e.g. although, meanwhile, despite, nevertheless) **Year 5 Exp**					
		Use *even though, though, when, because, if, that, before, after, as, since, while, unless, whenever, meanwhile, nevertheless* for subordination **(all introduced in previous years)**					
		Write sentences that use conjunctions, adverbs, adverbial phrases and prepositions to express *time, place or cause* (Introduced in year 2 and 3); write sentence that use fronted adverbials (year 4); sentences that contain relative clauses (year 4/ year 5)					
		Use a variety of clause structures and vary the position of clauses within sentences.					
		Ensure correct use of tenses throughout a piece of writing – simple present, simple past, progressive		Choose tenses to support whole text cohesion and coherence or to create meaning or effect. E.g. varying the tense within sentences or paragraphs where appropriate and grammatically accurate.			
		Use the perfect form of verbs to mark the relationships of time and cause (I'm sure he had been there earlier; I had had the most difficult day and it was about to be made worse) **(Introduced in year 5)**					
		Use modal verbs (will, would, can, could, may, might, shall, should, must, ought) and adverbs to indicate degrees of possibility, probability and certainty **(introduce in year 5)**					
			Use the passive voice where appropriate, to affect the presentation of information				
				Introduce the subjunctive form of the verb in formal writing i.e. If I were to attend a Steps concert, then I would hope the music would not be too loud.			
				Use the passive voice where appropriate, to affect the presentation of information.			
	Punctuation	Use commas to mark clauses and to clarify meaning or avoid ambiguity in writing **(Introduced in year 4 and 5)**					
		Using brackets, dashes or commas to indicate parenthesis **(Introduced in year 5)**					
		Use hyphens to avoid ambiguity i.e. man-eating shark **(Year 5)**					
		Use a colon to introduce a list (**year 5)** and semi-colons to separate items in complex lists					
		Punctuate bullet points consistently **(Year 5)**					
		Use semi-colons, colons or dashes to mark boundaries between independent clauses. **(Year 5)**					
		Punctuate direct speech accurately with inverted commas, an initial capital letter and a comma, exclamation mark or question mark before the final inverted comma. Present each new speaker's dialogue on a new line.					
		Use apostrophes correctly for contractions and to mark possession (singular and plural).					
	Planning	Identify the audience, purpose and context for writing and choose the appropriate form of writing using the main features identified in reading		Identify the audience for and the purpose of the writing, selecting the appropriate for and using other similar writing as models for their own			
		Précis longer passages for succinctness and to keep the reader's interest **(introduce at the end of year 5)**					

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		Use paragraphs to organise ideas and information	Use paragraphs to develop and expand some ideas, description, themes or events in detail
		Ensure correct and cohesive use of tenses throughout a piece of writing	
		Use a wide range of devices to build cohesion within and across paragraphs (e.g. determiners and pronouns (which can refer back to earlier words), conjunctions and adverbs (which can make relations between words clear).	
		Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining, conjunctions fronted adverbials)	
	Vocabulary Choices	Use the techniques that authors use to create characters, settings and plots, adapting style to suit audience, purpose and context, using: (for example) **adverbs** (introduced in year 2, **preposition phrases** (introduced in year 3) or **expanded noun phrases** (introduced in year 1)	
			Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
		Create vivid images by using alliteration, similes, metaphors and personification.	
		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	
			Interweave descriptions of characters, settings and atmosphere with dialogue.