

	Sentence Structure and Punctuation	e	d	s	Text Structure and Organisation	e	d	s	Vocabulary	e	d	s	Planning, Drafting, Evaluating and editing	e	d	s
Year 6	Use passive verbs to affect the presentation of information in a sentence e.g. 'A visit was arranged by the school.', 'Our lunch was eaten by the dog.' Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty Consciously control sentence structure in writing demonstrating understanding of why sentences are constructed as they are Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and punctuate bullet points consistently				Use an appropriate form, audience and register to match purpose of the writing Independent writing shows structural features of given text-type/genre Some shaping of paragraphs evident e.g highlight or prioritise information, build tension or interject comment Secure use of mixed genres for a variety of purposes e.g. a fictional newspaper report, a persuasive letter Use devices to build cohesion e.g repetition of a word/phrase Use a range of presentational and organisational devices to structure text and guide the reader e.g use of illustrations, hyperlinks, flashbacks, single line paragraph for effect				Recognise differences between informal and formal e.g formal; find out-discover; go in-enter; ask for -request Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject Understand nuances in vocabulary choice Select appropriate grammar and vocabulary to enhance meaning and for emphasis e.g. use of subordinate clauses and adverbial phrases to enhance meaning, use of expanded noun phrases to convey complicated information concisely Use figurative language to develop setting, character and atmosphere				Select the audience and purpose, form and style of writing Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate Independently plan own ideas for developing characters and settings, narrative structure. Independently enhance the effectiveness of writing through reading, evaluating and redrafting Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Evaluate and edit own and others' writing against a set criteria generated by pupils Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate			

