



# WORLINGHAM CEVC PRIMARY SCHOOL

## END OF UNIT OUTCOMES IN ENGLISH (WRITING) – YEAR 6



1. To understand and use the writing process in order to plan what to write.	2. To write for a range of different purposes and audiences	3. To accurately and consistently use a wide range of punctuation within their writing.	4. To make conscious additions and edits to improve writing.	5. To discuss, explore and use a variety of vocabulary appropriately within different contexts.	6. To confidently express and explain relevant ideas and feelings articulately across a range of contexts	7. To maintain legibility in joined handwriting when writing at speed and spell most words accurately.
<ul style="list-style-type: none"> <li>Knows the purpose of a wide range of writing.</li> <li>Selects the appropriate form and audience of their writing, using similar writing models to aid them independently.</li> <li>Develops initial ideas by drawing on reading and research independently.</li> <li>Plans quickly and effectively the plot, characters and structures of their own narrative.</li> <li>Writes narratives, considering how authors have developed characters and settings in what pupils have read, listened to independently.</li> </ul>	<ul style="list-style-type: none"> <li>Selects the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different text types independently.</li> <li>Increases stamina for writing longer precise pieces of writing.</li> <li>Uses further organisational and presentational devices to structure text and to guide the reader independently [for example, headings, bullet points, underlining]</li> <li>Creates an atmosphere and uses dialogue to advance and develop the setting, action and characters within narratives.</li> <li>Integrates dialogue in narratives to convey character and advance the action independently.</li> <li>Develops organisational and presentational devices to structure non- narrative text - which help guide the reader independently</li> <li>Uses a wide range of devices to build cohesion within and across paragraphs.</li> <li>Draws independently on what they have read as models for their own writing.</li> <li>Skims and scans text so that research is fast and effective.</li> </ul>	<ul style="list-style-type: none"> <li>Uses commas to clarify meaning or avoid ambiguity in writing independently.</li> <li>Uses brackets, dashes or commas to indicate parenthesis independently.</li> <li>Uses hyphens to avoid ambiguity independently. Uses semicolons, colons or dashes to mark boundaries between independent clauses independently. Uses a colon to introduce a list independently. Uses bullet points consistently independently.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit own and peers work proposing changes which enhance the effect and clarify the meaning of the text independently.</li> <li>Ensures the consistent and correct use of tense throughout a piece of writing.</li> <li>Ensures correct subject and verb agreement independently</li> </ul>	<ul style="list-style-type: none"> <li>Selects vocabulary and grammatical structures that suit formal and informal writing independently.</li> <li>Uses a dictionary and thesaurus to check the meaning of words and expand vocabulary independently.</li> <li>Uses modal verbs or adverbs to indicate degrees of possibility independence.</li> <li>Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun independently.</li> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms independently.</li> <li>Uses passive verbs to affect the presentation of information in a sentence independently.</li> <li>Uses the perfect form of verbs to mark relationships of time and cause independently.</li> <li>Uses expanded noun phrases to convey complicated information concisely.</li> </ul>	<ul style="list-style-type: none"> <li>Compares the structure of different stories to discover how they differ in pace, build up, sequence and resolution independently</li> <li>Analyses the features of a good opening/ ending independently</li> </ul>	<ul style="list-style-type: none"> <li>Uses further prefixes and suffixes and understand the guidance for adding them</li> <li>Spells most words with 'silent' letter [for example, knight, psalm, solemn]</li> <li>Continues to distinguish between homophones and other words which are often confused</li> <li>Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically.</li> <li>Uses dictionaries to check the spelling and meaning of words independently.</li> <li>Writes legibly, fluently and with increasing speed.</li> </ul>

**Belonging, Courage, Curiosity, Kindness, Perseverance, Respect**  
**Growing Minds, Kind Hearts, Rooted in Love**  
 'Rooted and Grounded in Love' (Ephesians 3:16)