

## Year 6: Key Objectives

### **Child as a Writer:**

- Can critically evaluate their own and other peoples' written work against a specific brief
- Can compose and execute whole texts, writing with fluency and stamina
- Can use audience feedback to support the writing/editing process

### **Composition: Sentences**

- Can describe settings and characters using adjectives (including expanded noun phrases) e.g. a fearsome dragon with sharp claws
- Can describe settings and characters using adverbs (changing the place of the adverb to add variety) e.g. Tom called softly... Anxiously he...
- Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because • Can integrate dialogue (effectively and sometimes combined with an additional clause) e.g. "Watch out!" cried Simon, as...
- Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should
- Can write in both active and passive form e.g. The boy dropped the pen/The pen was dropped by the boy
- Can develop cohesion within sentences

### **Composition: Context, Audience and Purpose**

- Can identify the correct audience and compose an appropriate text based on this
- Can select and use the appropriate structure and features for a text type
- Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)

### **Composition: Narrative**

- Can choose and sustain the use of the correct tense
- Can de-mark paragraphs correctly
- Can write using a balance between dialogue, action and description
- Can create cohesion across a narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)

### **Composition: Non-Narrative**

- Can create cohesion across a non-narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)

### **Grammar and Punctuation**

- Can use capital letters and full stops accurately (to make and improve sentences)
- Can use question marks (to write question sentences which 'hook' the reader in) e.g. Are you happy with your local park?
- Can use exclamation marks (to write short sharp sentences creating excitement or suspense) e.g. How exciting! What a day!
- Can use inverted commas for dialogue
- Can use apostrophes to show omissions