Year 6			
Working towards			
Write for a range of purposes			
Use paragraphs to organise ideas			
Describe settings and characters in narratives			
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)			
Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly			
Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list			
Write neatly			
Working at			
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 character 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			
Working at greater depth			
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
distinguish between the language of speech and writing and choose the appropriate register			
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.			
use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity			