[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiK05ztmb3UAhVHuhQKHXqMDHsQjRwIBw&url=https%3A%2F%2Ftwitter.com%2Fstdunstansrcp%2Fstatus%2F387214399275954177&psig=AFQjCNF53eYuce-GWfT0sVciWGGj2aGi4w&ust=1497525095390196)**Year 6 *Writing Non-Negotiables (Minimum end of year expectations- New Curriculum)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grammar | Sentence Construction | Editing and Evaluating | Punctuation | Phonics & Spelling | Amount |
| Use entirely consistent language associated with 1st, 3rd person.  Passive and active voice  Expanded noun phrases to convey complicated information concisely  using modal verbs or adverbs to indicate degrees of possibility  Use relative clauses beginning with *who*, *which*, *where*, *why* or *whose*  Synonyms and antonyms  Subjunctive verb form  Subject and object  Subject – verb agreement | Secure use of complex sentences, understanding  how clauses can be manipulated to achieve different effects.  Use interesting and varied sentence openers such as  ‘After a while’ ‘Meanwhile’  ‘Before very long ‘Anxiously’ ‘Having’ ‘Running’ etc.  Refine sentence construction to express subtle distinctions of meaning, incl hypothesis, speculation and supposition.  Paragraphs  Subordinate clauses.  Formal and informal  Subject – verb agreement  Layout devices  Paragraph- linking ideas  Colons for independent clauses  Be able to write for a purpose selecting appropriate structure, grammar and language | Use purpose and audience as a driver and THEN use checklists to edit.  Proofreading for grammatical, spelling and punctuation errors. | Use Y5 punctuation marks to  independently and accurately demarcate all sentences.  Make use of other punctuation marks such as the semi-colon, colon and brackets.  Use commas and hyphens to clarify meaning.  Colons for lists  Single dashes  Semi –colon for lists  Semi – colon for independent clauses  Colons for independent clauses  Bullet points  Hyphens  Dashes for parenthesis  Ellipses | KS2 spelling objectives (word level objectives from old Literacy framework)  Use dictionaries to check spelling and meaning of words  Use the first three or four letters of a word to look up words in a dictionary | 1½ to 3 sides of A4 in 45 minutes. |