**Year 6 *Writing Non-Negotiables (Minimum end of year expectations- New Curriculum)***

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| Grammar | Sentence Construction | Editing and Evaluating  | Punctuation | Phonics & Spelling | Amount |
| Use entirely consistent language associated with 1st, 3rd person.Passive and active voiceExpanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibilityUse relative clauses beginning with *who*, *which*, *where*, *why* or *whose* Synonyms and antonymsSubjunctive verb formSubject and objectSubject – 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 informalSubject – verb agreementLayout devicesParagraph- linking ideasColons for independent clausesBe 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 listsSingle dashesSemi –colon for listsSemi – colon for independent clausesColons for independent clausesBullet pointsHyphens Dashes for parenthesisEllipses  | 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.  |