

National Curriculum – Tracking: writing

<b>Key Performance indicator Y6</b>					
Composition Identifies the audience for, and purpose of, the writing					
Selects the appropriate form and uses other similar writing as models for their own					
Proof-reads for spelling and punctuation errors					
Ensures the consistent and correct use of tense throughout a piece of writing					
Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)					
Can describe settings, characters and atmosphere					
<b>Spelling, grammar and punctuation</b>					
Uses dictionaries to check the spelling and meaning of words					
Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)					
Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')					
Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to					

structure text					
Uses the colon to introduce a list					
Punctuates bullet points to list information					
<b>Performance Standard:</b>					
By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar					
<p>A child can:</p> <ul style="list-style-type: none"> <li>• consciously control the structure of sentences in writing and understand why sentences are constructed as they are;</li> <li>• generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;</li> <li>• adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non verbally); <ul style="list-style-type: none"> <li>• create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;</li> </ul> </li> <li>• demonstrate a mastery of language through public speaking, performance and debate; <ul style="list-style-type: none"> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and</li> </ul> </li> <li>• draw on their knowledge of morphology and etymology to spell correctly.</li> </ul>					