

NON-NEGOTIABLES
On entry to Year 6 children should be able to:

- Spell the Year 5 words from the word list
 - Use relative and embedded clauses
 - Use commas to punctuate clauses
- Meet expectations of the Y5 spelling programme
Use all Year 5 punctuation consistently and accurately
Maintain cohesion within and between paragraphs

	Skills Progression	Example	EXS	GDS
1	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	narratives, newspaper & chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry	✓	
2	Use expanded noun phrases across their writing to convey complicated information precisely	Numerous fish can be found in the world's oceans. The creature had a pointed spike on the end of its poisonous-looking tail.	✓	
3	Use verb tenses consistently and accurately		✓	
4	Use formal and informal question tags	You don't want the forests to die, do you? You're right - aren't you?	✓	
5	Use passive voice to create empathy or suspense	Katie had been trapped... The bag had been stolen...	✓	
6	Use passive voice to create a formal tone	The operation is conducted by the surgeon...	✓	
7	Use semi colons to mark independent clauses	The creature was most surprising; I had never seen anything like it.	✓	
8	Use dialogue to convey character and advance the action		✓	
9	Develop settings, characters and atmosphere in detail		✓	
10	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause		✓	
11	Manipulate and control the use of narrative language features	language to control time and pace; repetition for effect; power of three; passive voice; dialect	✓	
12	Use the range of punctuation taught at KS2 mostly correctly		✓	
13	Use a range of figurative language	similes, metaphor, personification, allusion, idioms	✓	
14	Manipulate and control the use of non-fiction language features	technical vocabulary; rhetorical questions; passive voice	✓	
15	Manipulate and control the use organisational features		✓	
16	Use a range of devices to build cohesion within and between paragraphs	repetition, adverbials, ellipsis, referencing, noun/pronoun chains	✓	
17	Use a dictionary and thesaurus effectively	by 3rd/4th letter, appropriate word choices	✓	
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations		✓	
19	Proof-read and edit their writing		✓	
20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		✓	
21	Spell most words from the Year 5/6 word list and use these accurately in their writing	see NC list	✓	
22	Meet the Y6 expectations in the National Curriculum		✓	
23	Use legible, joined writing consistently when writing at speed		✓	
24	Use colons to mark independent clauses		✓	
GD1	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		✓
GD 2	Distinguish between the language of speech and writing and choose the appropriate register			✓
GD 3	Demonstrate an assured and conscious control over levels of formality			✓
GD 4	Use the full range of punctuation taught at KS2 correctly			✓
GD 5	Use punctuation to avoid ambiguity or enhance meaning	defining and non-defining relative clauses clearly made; punctuation for emphasis and effect		✓
GD 6	Write effectively for a range of purposes and audiences			✓
GD 7	Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading			✓
GD 8	Consistently, use editing and revising strategies to improve the quality and accuracy of their writing			✓
GD 9	Consistently use vocabulary from across the curriculum in their writing			✓
GD 10	Consistently apply Y2 spelling expectations across their writing			✓

Composition

- Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
- Control and **maintain** plots (e.g. use of foreshadowing, dialogue to move the action on; stories told from more than one viewpoint)
- Use different ways of opening and closing narratives
- Develop characters in detail (e.g. relationships between characters; how others react to them; use of grammatical features such as passive voice)
- Extend and refine their use of narrative language features e.g. reported speech instead of direct; repetition for effect; power of three linked to grammar expectations (The wind whistled through the trees, tickling the autumn leaves, as the night drew in.)
- Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description
- Use a range of verb forms for effect (progressive, perfect, modal)