

## Upper Key Stage 2 – Writing Expectations

### Spelling

- Can use further prefixes and suffixes and understand the guidelines for adding them
- Can spell some of the words with 'silent' letters
- Can distinguish between homophones and other words which are often confused
- Can use dictionaries to check the spelling and meaning of words
- Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Can use a thesaurus

### Handwriting

- Can write legibly, fluently and with increasing speed
- Can choose which shape of a letter to use and deciding as part of their own personal style, whether or not to join specific letters
- Can choose the writing implement that is best suited to the task

### Composition

Can plan their writing by:

- Identifying the audience for and the correct purpose of the writing
- Select an appropriate form and use other similar writing as models of their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, consider how authors develop character and setting, in what they have read, listened to or seen performed

Can draft and write by:

- Selecting appropriate grammar and vocabulary
- In narrative, describe settings, characters and atmosphere
- Integrate dialogue within narrative to convey character and advance action
- Precising longer passages
- Build cohesion within and across paragraphs – repetition, grammatical connections, adverbials and ellipses
- Use organisational and presentational devices to structure text and guide the reader (paragraphing, headings, bullet points, underlining, bold)

Can evaluate and edit by:

- Assessing the effectiveness of their own and others writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear

### **Vocabulary, grammar and punctuation**

- Can recognise vocabulary and structures which are appropriate for formal speech and writing
- Can use passive verbs to affect the presentation of information within a sentence
- Can use verbs to mark relationships of time and cause
- Can use expanded noun phrases to convey complicated information concisely
- Can use modal verbs or adverbs to indicate degrees of possibility
- Can use relative clauses beginning with who, which, where, when, whose, that or with
- Indicate grammatical and other features by:
  - Can use commas to make clauses
  - Can use hyphens
  - Can use brackets, dashes and commas
  - Can use semi-colons, colons or dashes to mark boundaries
  - Can use a colon to introduce a list and semi colons within lists
  - Can punctuate bullet points consistently

### **Year 5 and 6 Pupils should understand all the Year 1, 2, 3 and 4 taught terminology and the following:**

#### **Year 5**

- modal verb
- relative pronoun
- relative clause
- parenthesis
- bracket
- dash
- cohesion
- ambiguity

#### **Year 6**

- subject
- object
- active
- passive
- synonym
- antonym
- ellipsis
- hyphen
- colon
- semi-colon
- bullet point