



Reinwood Junior School Key Performance Indicators and Standards 2016/2017

Year 6 Writing

Key performance indicator	Performance standard
<p>Composition</p> <p>To identify the audience for, and purpose of, the writing.</p> <p>To select the appropriate form and use other similar writing as models for their own.</p> <p>To proof-read for spelling and punctuation errors.</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To summarise text, conveying key information.</p> <p>To describe settings, characters and atmosphere</p> <p>To use a range of sentence starters</p> <p>To use character, dialogue and action to advance events in narrative writing</p> <p>SPaG</p> <p>To use dictionaries to check the spelling and meaning of words.</p> <p>To understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>To use the passive voice to affect the presentation of information in a sentence.</p> <p>To use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>To use the colon to introduce a list.</p> <p>To use bullet points to list information.</p>	<p>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> <p>A child can:</p> <ul style="list-style-type: none"> • consciously control the structure of sentences in writing and understand why sentences are constructed as they are; • generate ideas, draft, and re-read a piece of writing to check that the meaning is clear; • adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and nonverbally); • 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; • demonstrate a mastery of language through public speaking, performance and debate; • apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and • draw on their knowledge of morphology and etymology to spell correctly.

