

Year 6 Writing Framework (Sept 2025)

In Year 6, children will consolidate and apply the wide range of grammatical terminology gained thus far and learn some new terms. They will demonstrate more control to write a wide range of sentence structures, and will improve their punctuation of parenthesis. They will identify the use of the active and passive voice and choose the grammar and vocabulary to suit formal and informal writing. They will be able to recognise and understand different verb forms. Children will gain further precision in their vocabulary.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Handwriting	Choose the best writing implement for the task.	Choose the best writing implement for the task.	Choose the best writing implement for the task.	Choose the best writing implement for the task.	Choose the best writing implement for the task.	Choose the best writing implement for the task.
Spelling	Challenge words. Revision.	Challenge words. Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y'	Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial'/shuhl/ after a vowel Words with 'tial'/shul/ Words beginning with 'acc'	Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination	Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary
Grammar	Identify different types of nouns (common, proper, collective, abstract). Know four sentence types. Evaluate own and others' writing to check for variation in sentence types and effectiveness. Identify rhetorical questions. Identify relative clauses. Identify modal verbs. Revise spelling of regular and irregular past tense verbs. Colons to introduce a list. Use commas, semi-colons and colons to separate clauses. Select appropriate grammar and vocabulary.	Identify synonyms and antonyms. Identify possessive pronouns. Compose expanded noun phrases. Evaluate own and others' writing for effectiveness. Identify parenthesis in text, discuss the extra information. Model and use variety of punctuation to show parenthesis. Edit sentences to ensure consistency of tense. Revise past and present perfect. Revise parenthesis. Identify ellipsis in texts.	Find and identify determiners. Collect a bank of synonyms using a thesaurus. Identify prepositional phrases in text. Create correctly punctuated questions related to the topic. Identify adverbials in a text, discuss cohesion. Discuss moving to fronted adverbial. Identify cohesive devices in non-fiction and fiction texts. Use conjunctions to create cohesion across paragraphs. Identify different verb forms. Recognise 1 st and 3 rd person.	Practise use of fronted adverbials, ensuring correct comma use. Create correctly punctuated questions related to the topic. Identify adverbials in a text, discuss cohesion. Discuss moving to fronted adverbial. Identify cohesive devices in non-fiction and fiction texts. Convert text from past to present and vice versa. Revise modal verbs and verbs in progressive tense. Use a comma for every purpose. Use a single dash.	Revise word classes (including pronoun, preposition and determiner). Edit and improve a weak model sentence. Independently find antonyms. Revise possessive pronouns. Identify commands, questions and exclamations from abstract possibilities. Use a variety of sentence types in dialogue. Formal and informal sentences, using conjunctions and cohesive devices. Compare sentences in simple past with perfect past verb form. Maintain consistency of tense.	Revise word classes (including pronoun, preposition and determiner). Edit and improve a weak model sentence. Independently find antonyms. Revise possessive pronouns. Identify commands, questions and exclamations from abstract possibilities. Use a variety of sentence types in dialogue. Read and enjoy poetry, compare sentence structures and punctuation. Use a variety of verb forms in spoken and written contexts. Spell correctly a wide range of verb forms.

			<p>Identify and model use of a hyphen.</p> <p>Revise use of possessive apostrophe for singular and plural.</p>		<p>Use bullet points where appropriate.</p> <p>Dictate sentences which require punctuation to be added.</p> <p>Discuss meaning of ambiguity.</p>	<p>Identify 1st and 3rd person in text.</p> <p>Use bullet points where appropriate.</p> <p>Dictate sentences which require punctuation to be added.</p> <p>Discuss meaning of ambiguity.</p>
Composition	<p>Use plans and identify their audience.</p> <p>Select the appropriate form.</p> <p>Develop initial ideas.</p> <p>Consider how authors have developed characters and settings. Use this to describe their own.</p> <p>Precising longer passages.</p> <p>Range of organisational devices (headings, bullet points etc).</p> <p>Assess effectiveness of own and others' writing.</p> <p>Propose and make changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p>Proof-reading for spelling and punctuation errors.</p> <p>Perform own compositions, using intonation, volume and movement so meaning is clear.</p>	<p>Varied range of sentences (e.g. parenthesis).</p> <p>Effectively organise information into suitable paragraphs.</p> <p>Use features of a range of genres of poetry.</p> <p>Identify a suitable audience and use the correct form.</p> <p>Make notes of initial ideas.</p> <p>Use vocabulary and grammar to change or enhance meaning.</p> <p>Describe settings, characters and atmosphere whilst advancing the action.</p> <p>Proof-read for spelling and punctuation errors / improvements.</p> <p>Know the effect of poetry on the reader.</p> <p>Perform own compositions, using intonation, volume and movement so meaning is clear.</p>	<p>Write a summary of longer paragraphs.</p> <p>Features of a news report.</p> <p>Range of structures of non-narrative texts (e.g. columns or tables).</p> <p>Write dialogue independently and with correct punctuation.</p> <p>Effectively organise information into suitable paragraphs.</p> <p>Use features of a range of genres of poetry.</p> <p>Identify a suitable audience and use the correct form.</p> <p>Make notes of initial ideas.</p> <p>Use vocabulary and grammar to change or enhance meaning.</p> <p>Describe settings, characters and atmosphere whilst advancing the action.</p> <p>Proof-read for spelling and punctuation errors / improvements.</p> <p>Know the effect of poetry on the reader.</p> <p>Perform own compositions, using intonation, volume and movement so meaning is clear.</p> <p>Draft and re-draft.</p>	<p>Features of a biography.</p> <p>Range of genres.</p> <p>Wider range of poetry with varied moods.</p> <p>Increased audience awareness.</p> <p>Write a summary of longer paragraphs.</p> <p>Features of a news report.</p> <p>Range of structures of non-narrative texts (e.g. columns or tables).</p> <p>Write dialogue independently and with correct punctuation.</p> <p>Effectively organise information into suitable paragraphs.</p> <p>Link ideas across paragraphs.</p> <p>Use features of a range of genres of poetry.</p> <p>Identify a suitable audience and use the correct form.</p> <p>Make notes of initial ideas.</p> <p>Use vocabulary and grammar to change or enhance meaning.</p> <p>Describe settings, characters and atmosphere whilst advancing the action.</p> <p>Proof-read for spelling and punctuation errors / improvements.</p> <p>Know the effect of poetry on the reader.</p>	<p>Select the most appropriate level of formality.</p> <p>Features of a biography.</p> <p>Range of genres.</p> <p>Wider range of poetry with varied moods.</p> <p>Increased audience awareness.</p> <p>Write a summary of longer paragraphs.</p> <p>Features of a news report.</p> <p>Range of structures of non-narrative texts (e.g. columns or tables).</p> <p>Maintains a range of tenses independently.</p> <p>Effectively organise information into suitable paragraphs.</p> <p>Link ideas across paragraphs.</p> <p>Use features of a range of genres of poetry.</p> <p>Identify a suitable audience and use the correct form.</p> <p>Identify a suitable audience and use the correct form.</p> <p>Make notes of initial ideas.</p> <p>Use vocabulary and grammar to change or enhance meaning.</p> <p>Use vocabulary and grammar to change or enhance meaning.</p> <p>Describe settings, characters and atmosphere whilst advancing the action.</p> <p>Describe settings, characters and atmosphere whilst advancing the action.</p> <p>Proof-read for spelling and punctuation errors / improvements.</p> <p>Proof-read for spelling and punctuation errors / improvements.</p>	<p>Select the most appropriate level of formality.</p> <p>Features of a biography.</p> <p>Range of genres.</p> <p>Wider range of poetry with varied moods.</p> <p>Increased audience awareness.</p> <p>Write a summary of longer paragraphs.</p> <p>Features of a news report.</p> <p>Range of structures of non-narrative texts (e.g. columns or tables).</p> <p>Effectively organise information into suitable paragraphs.</p> <p>Link ideas across paragraphs.</p> <p>Use features of a range of genres of poetry.</p> <p>Identify a suitable audience and use the correct form.</p> <p>Make notes of initial ideas.</p> <p>Use vocabulary and grammar to change or enhance meaning.</p> <p>Describe settings, characters and atmosphere whilst advancing the action.</p> <p>Proof-read for spelling and punctuation errors / improvements.</p> <p>Know the effect of poetry on the reader.</p>

				Perform own compositions, using intonation, volume and movement so meaning is clear. Draft and re-draft.	Know the effect of poetry on the reader. Perform own compositions, using intonation, volume and movement so meaning is clear. Draft and re-draft.	Perform own compositions, using intonation, volume and movement so meaning is clear. Draft and re-draft.
Vocabulary	Discuss and collect further nouns made from adjectives with suffixes -ance / -ence. Discuss effective vocabulary.		Define and spell adjectives made from verbs. Define and spell homophones.		Refine definitions of challenging words. Use a dictionary and thesaurus to build skills. Edit and improve words.	
Standard English	Identify subject and object of a sentence. Correct use of subject/verb agreement.		Identify and discuss sentences that have a double negative.		Use correct standard English for formal language. Use subjunctive form.	

End Points for Year 5 & 6	
By the end of Year 5 & 6, children at the expected level should...	<p>Spelling (see English Appendix 1) Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p> <p>Handwriting and Presentation Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.</p> <p>Composition <u>Plan their writing by:</u> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><u>Draft and write by:</u> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages.</p>

	<p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others’ writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Grammar</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e . omitted) relative pronoun.</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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