

<u>Problem / Resolution Story Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use a contrast to hook the reader	Spell the words I have been taught including the NC lists.
Use a flashback or forward	Use a thesaurus to find alternative words with the same meaning.
Dismiss the problem or 'bad' character as a hook for the reader	Use a range of cohesive devices.
Link back to the beginning with an action to show a characters changed	Draft my work developing initial ideas and researching where necessary.
Use onomatopoeia for description and effect	Select and use the correct grammar to enhance meaning.
Use precise detail for description	Ensure that the correct tense is used.
Put the speaker in front, in the middle or at the end of what is said for effect	Ensure correct subject and verb agreement.
Surprise the reader with something unexpected	Use font / handwriting for effect.
Reveal a character's thoughts	Punctuate direct and indirect speech.
Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - There is a resolution Ending - Main character is happy again	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Finding Story Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use a contrast to hook the reader	Spell the words I have been taught including the NC lists.
Use a flashback or forward	Use a thesaurus to find alternative words with the same meaning.
Dismiss the problem or 'bad' character as a hook for the reader	Use a range of cohesive devices.
Link back to the beginning with an action to show a characters changed	Draft my work developing initial ideas and researching where necessary.
Use onomatopoeia for description and effect	Select and use the correct grammar to enhance meaning.
Use precise detail for description	Ensure that the correct tense is used.
Put the speaker in front, in the middle or at the end of what is said for effect	Ensure correct subject and verb agreement.
Surprise the reader with something unexpected	Use font / handwriting for effect.
Reveal a character's thoughts	Punctuate direct and indirect speech.
Opening - Main character is introduced Build up - Main character finds something unusual, important or exciting Problem - Something goes wrong and it is the fault of the thing that was found Resolution - Main character has to put the object back / throw it away / hide it Ending - All is well again and lessons have been learned	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Journey Story Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use a contrast to hook the reader	Spell the words I have been taught including the NC lists.
Use a flashback or forward	Use a thesaurus to find alternative words with the same meaning.
Dismiss the problem or 'bad' character as a hook for the reader	Use a range of cohesive devices.
Link back to the beginning with an action to show a characters changed	Draft my work developing initial ideas and researching where necessary.
Use onomatopoeia for description and effect	Select and use the correct grammar to enhance meaning.
Use precise detail for description	Ensure that the correct tense is used.
Put the speaker in front, in the middle or at the end of what is said for effect	Ensure correct subject and verb agreement.
Surprise the reader with something unexpected	Use font / handwriting for effect.
Reveal a character's thoughts	Punctuate direct and indirect speech.
Opening - Main character goes on a journey Build up - Something small goes wrong Problem - Something worse happens Resolution - The obstacles are overcome Ending - Main character gets there in the end	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Conquering The Monster Story Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use a contrast to hook the reader	Spell the words I have been taught including the NC lists.
Use a flashback or forward	Use a thesaurus to find alternative words with the same meaning.
Dismiss the problem or 'bad' character as a hook for the reader	Use a range of cohesive devices.
Link back to the beginning with an action to show a characters changed	Draft my work developing initial ideas and researching where necessary.
Use onomatopoeia for description and effect	Select and use the correct grammar to enhance meaning.
Use precise detail for description	Ensure that the correct tense is used.
Put the speaker in front, in the middle or at the end of what is said for effect	Ensure correct subject and verb agreement.
Surprise the reader with something unexpected	Use font / handwriting for effect.
Reveal a character's thoughts	Punctuate direct and indirect speech.
Opening - Main character is introduced and all is well Build up - A monster appears and causes problems Problem - The monster is difficult to defeat Resolution - Main character defeats the monster Ending - All is well again and main character gets a reward	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Warning Story Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use a contrast to hook the reader	Spell the words I have been taught including the NC lists.
Use a flashback or forward	Use a thesaurus to find alternative words with the same meaning.
Dismiss the problem or 'bad' character as a hook for the reader	Use a range of cohesive devices.
Link back to the beginning with an action to show a characters changed	Draft my work developing initial ideas and researching where necessary.
Use onomatopoeia for description and effect	Select and use the correct grammar to enhance meaning.
Use precise detail for description	Ensure that the correct tense is used.
Put the speaker in front, in the middle or at the end of what is said for effect	Ensure correct subject and verb agreement.
Surprise the reader with something unexpected	Use font / handwriting for effect.
Reveal a character's thoughts	Punctuate direct and indirect speech.
Opening - Main character is warned not to do something Build up - Main character does what they are warned not to do Problem - Something goes wrong and the main character is in trouble Resolution - Main character is rescued Ending - Main character is told off for not listening to the warning	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Wishing Story Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use a contrast to hook the reader	Spell the words I have been taught including the NC lists.
Use a flashback or forward	Use a thesaurus to find alternative words with the same meaning.
Dismiss the problem or 'bad' character as a hook for the reader	Use a range of cohesive devices.
Link back to the beginning with an action to show a characters changed	Draft my work developing initial ideas and researching where necessary.
Use onomatopoeia for description and effect	Select and use the correct grammar to enhance meaning.
Use precise detail for description	Ensure that the correct tense is used.
Put the speaker in front, in the middle or at the end of what is said for effect	Ensure correct subject and verb agreement.
Surprise the reader with something unexpected	Use font / handwriting for effect.
Reveal a character's thoughts	Punctuate direct and indirect speech.
Opening - Main character wants something badly Build up - Main character tries to get it Problem - Main character is prevented by some sort of difficulty Resolution - Main character overcomes the difficulty Ending - Main character gets what they want	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Explanation Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use formal language	Spell the words I have been taught including the NC lists.
Use present tense	Use a thesaurus to find alternative words with the same meaning.
Use causal conjunctions	Use a range of cohesive devices.
Use generalisers	Draft my work developing initial ideas and researching where necessary.
Use technical language	Select and use the correct grammar to enhance meaning.
Use detail to add information	Ensure that the correct tense is used.
Use sequencing conjunctions	Ensure correct subject and verb agreement.
Paragraph 1 - Introduce what is being explained Paragraph 2 - First reason Paragraph 3 - Second reason Paragraph 4 - Conclusion	Use font / handwriting for effect.
	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Recount Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use past tense	Spell the words I have been taught including the NC lists.
Use time conjunctions	Use a thesaurus to find alternative words with the same meaning.
Use sentence signposts for coherence	Use a range of cohesive devices.
Use specific words	Draft my work developing initial ideas and researching where necessary.
Use descriptive language	Select and use the correct grammar to enhance meaning.
Paragraph 1 - Opening to describe and introduce the main event Paragraph 2 - Topic sentences, linked and sequenced Paragraph 3 - Topic sentences, linked and sequenced Paragraph 4 - Topic sentences, linked and sequenced Paragraph 5 - Conclude and summarise	Ensure that the correct tense is used.
	Ensure correct subject and verb agreement.
	Use font / handwriting for effect.
	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Persuasion Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use personal and direct words	Spell the words I have been taught including the NC lists.
Use informal language	Use a thesaurus to find alternative words with the same meaning.
Use emotive conjunctions	Use a range of cohesive devices.
Present opinions as facts	Draft my work developing initial ideas and researching where necessary.
Use slogans	Select and use the correct grammar to enhance meaning.
Use imperative verbs	Ensure that the correct tense is used.
Use emotive language to deceive	Ensure correct subject and verb agreement.
Use positive phrases	Use font / handwriting for effect.
Paragraph 1 - Personal problem as a question and introduction Paragraph 2 - Positive reason one Paragraph 3 - Positive reason two Paragraph 4 - Positive reason three Paragraph 5 - Concluding slogan	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Instruction Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use sequencing conjunctions	Spell the words I have been taught including the NC lists.
Use numbers	Use a thesaurus to find alternative words with the same meaning.
Use bullet points	Use a range of cohesive devices.
Use clear short sentences	Draft my work developing initial ideas and researching where necessary.
Use imperative verbs	Select and use the correct grammar to enhance meaning.
Use subject specific and technical vocabulary	Ensure that the correct tense is used.
Use formal language	Ensure correct subject and verb agreement.
Use present tense	Use font / handwriting for effect.
Paragraph 1 - Explain what the instructions will help the reader do Paragraph 2 - List your ingredients / what you need Paragraph 3 - Step by step instructions Paragraph 4 - Include a word or warning or reminder	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Discussion Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use addition conjunctions	Spell the words I have been taught including the NC lists.
Use contrast conjunctions	Use a thesaurus to find alternative words with the same meaning.
Use conclusion conjunctions	Use a range of cohesive devices.
Use generalisers	Draft my work developing initial ideas and researching where necessary.
Use words to introduce opinions	Select and use the correct grammar to enhance meaning.
Paragraph 1 - What is being discussed and why does it matter? Paragraph 2 - Reasons for Paragraph 3 - Reasons against Paragraph 4 - State what you think is right and give reasons	Ensure that the correct tense is used.
	Ensure correct subject and verb agreement.
	Use font / handwriting for effect.
	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

<u>Report Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use generalisers	Spell the words I have been taught including the NC lists.
Use addition conjunctions	Use a thesaurus to find alternative words with the same meaning.
Use subject specific and technical vocabulary	Use a range of cohesive devices.
Use present tense	Draft my work developing initial ideas and researching where necessary.
Use third person	Select and use the correct grammar to enhance meaning.
Use detail and description with comparisons	Ensure that the correct tense is used.
Vary sentence openers	Ensure correct subject and verb agreement.
Use formal language	Use font / handwriting for effect.
Paragraph 1 - Introduce the topic Paragraph 2 - Describe what it looks like Paragraph 3 - Describe where it is found Paragraph 4 - Describe what it is best known for Paragraph 5 - Final amazing fact	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.