

Year 6 Lea Writing Ladders

- 1 Write for a range of purposes
- 2 Use paragraphs to organise ideas
In narratives describe:
- 3 **Settings**
- 4 **Characters**
In non-narrative writing use simple devices to structure the writing and support the reader eg:
- 5 **Headings**
- 6 **Sub-headings**
- 7 **Bullet points**
Use **mostly** correctly:
- 8 **Capital letters**
- 9 **Full stops**
- 10 **Question marks**
- 11 **Commas for lists**
- 12 **Apostrophes for contraction**
- 13 Spell correctly **most** of the words from the year 3 / 4 spelling lists
- 14 Spell **some** of the words from the year 5 / 6 spelling lists
- 15 Use further **prefixes and suffixes** and understand the guidance for adding them
- 16 Distinguish between homophones and other words that are often confused
- 17 Spell some words with **silent letters**
- 18 Write legibly

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader eg:
- 19 **First person in a diary**
- 20 **Direct address in instructions**
- 21 **Persuasive writing**
- 22 Proof read for errors
In narratives describe:
- 23 **Atmosphere**

Select vocab and grammatical structures that reflect what the writing requires doing this mostly appropriately eg:
- 24 **Use contracted form in dialogue in narratives**
- 25 **Use passive verbs to affect how information is presented**
- 26 **Use modal verbs to suggest degrees of possibility**
- 27 Precis longer passages

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- Use a range of devices (within and across paragraphs) to build cohesion eg:
- 28 **conjunctions**
 - 29 **Adverbials of time and place**
 - 30 **pronouns**
 - 31 **synonyms**
 - 32 Use verb tenses consistently across their writing

Use the range of punctuation taught at KS2 mostly correctly eg:
 - 33 **Inverted commas** to punctuate speech (3)
 - 34 **Commas after reporting clauses** (4)
 - 35 Apostrophes to mark plural possession (4)
 - 36 Comma after fronted adverbials (4)
 - 37 Brackets, commas or dashes to mark
 - 38 Commas to clarify meaning (5)
 - 39 Hyphens to avoid ambiguity eg man-eating shark rather than man eatina shark (6)
 - 40 Colon to introduce lists (6)
 - 41 Semi colons within lists
 - 42 Semi-colon/colon/dash to mark boundary between clauses (6)
 - 43 Spell correctly **most** of the words from the Y5/6 spelling list
 - 44 Use a dictionary to spell more ambitious words
 - 45 Maintain legibility in joined writing when writing at speed
Write effectively for a range of purposes and audiences selecting the most appropriate form and drawing independently on what they have read as models for their own writing eg:
 - 46 Choosing the appropriate form
 - 47 Examples of "literary language"
 - 48 Characterisation based on their own reading
 - 49 Structure based on their own reading
 - 50 Distinguish between the language of speech and writing
Exercise an assured and conscious control over levels of formality eg:
 - 51 Examples of using grammar to control formality
 - 52 Examples of vocabulary to control formality
 - 53 Recognise structures for formal speech including the subjunctive form (*If I were you...*)

Autumn = pink, Spring = yellow, Summer = green