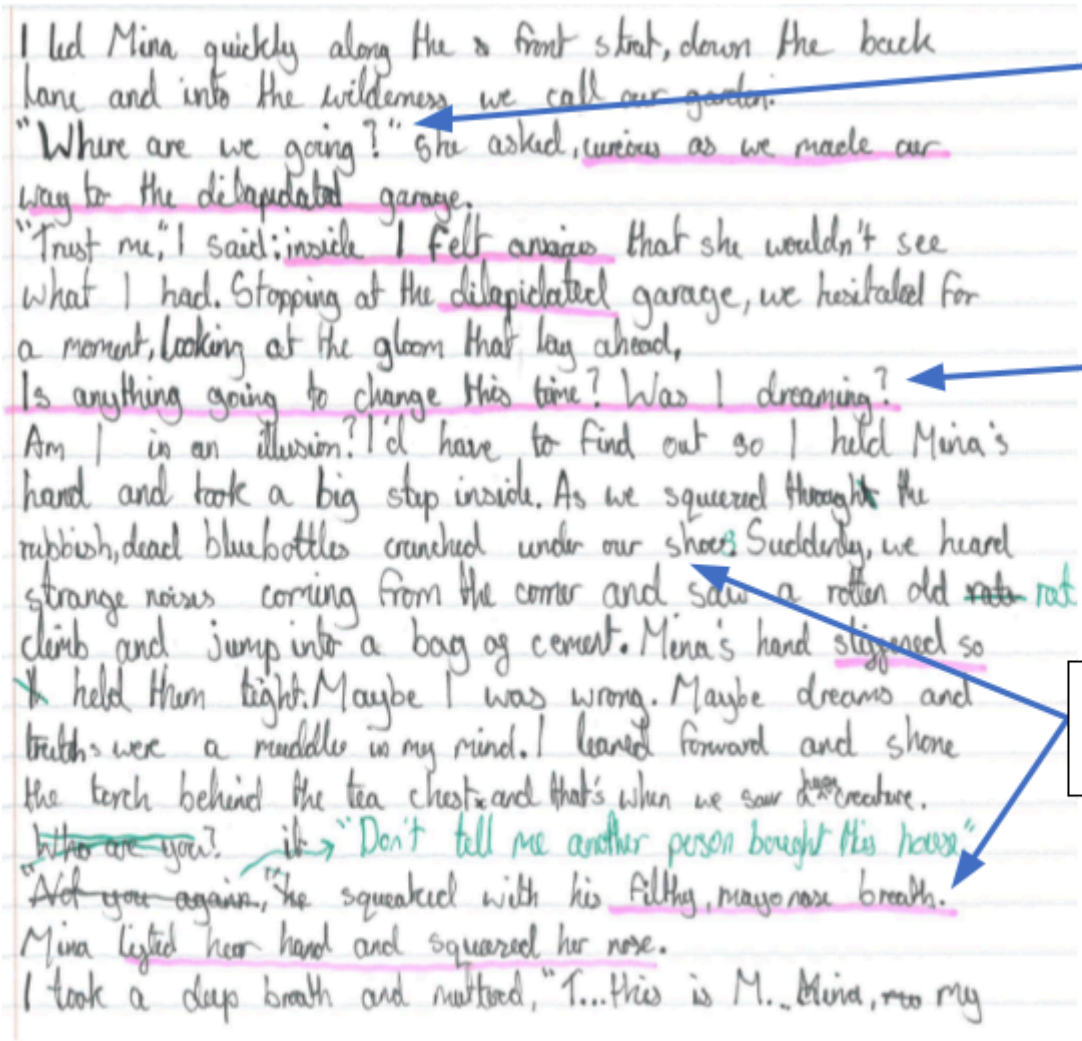
Writing in Year 6

By the *end* of year 6, we aim for children's writing to be like this:



I led Mina quickly along the front street, down the back lane and into the wilderness we call our garden.
"Where are we going?" She asked, curious as we made our way to the dilapidated garage.
"Trust me," I said; inside I felt anxious that she wouldn't see what I had. Stopping at the dilapidated garage, we hesitated for a moment, looking at the gloom that lay ahead.
Is anything going to change this time? Was I dreaming? Am I in an illusion? I'd have to find out so I held Mina's hand and took a big step inside. As we squeezed through the rubbish, dead bluebottles crunched under our shoes. Suddenly, we heard strange noises coming from the corner and saw a rotten old ~~rats~~ rat climb and jump into a bag of cement. Mina's hand slipped so I held them tight. Maybe I was wrong. Maybe dreams and truths were a muddle in my mind. I leaned forward and shone the torch behind the tea chest and that's when we saw a creature.
~~Who are you?~~ it → "Don't tell me another person bought this house."
"~~Not you again.~~" he squeaked with his filthy, mayonnaise breath.
Mina lifted her hand and squeezed her nose.
I took a deep breath and muttered, "I...this is M... Mina, my

Accurately punctuated dialogue, well integrated into the narrative.

Children make choices about grammatical features to include in their writing for a particular effect (e.g. rhetorical questions here).

Ambitious language choices help to write good description of characters and settings.

Children consistently use joined and legible handwriting. Their writing is also very accurate with regard to full stops, capital letters, apostrophes and other punctuation.

You may see **pink highlighter** on your child's work. This means they have done something well, possibly reflecting the focus of the lesson.

You may also see **green pen** on your child's work. This shows the changes they have made after receiving feedback.