Year 6 Writing AREs 2026-27

	Working towards the expected standard
1	I can write for a range of purposes
2	I can use paragraphs to organise ideas
3	In narratives, I can describe settings and characters
4	In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
5	I can use capital letters,
6	full stops,
7	question marks,
8	commas for lists
9	and apostrophes for contraction mostly correctly
10	I can spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
11	I can write legibly
	Working at the expected standard
12	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
13	In narratives, I can describe settings,
14	characters
15	and atmosphere
16	I can integrate dialogue in narratives to convey character and advance the action
17	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in narrative;
18	using passive verbs to affect how information is presented;
19	using modal verbs to suggest degrees of possibility
20	I can use a range of devices to build cohesion within and across paragraphs e.g. conjunctions,
21	adverbials of time and place,
22	pronouns,
23	synonyms
24	I can use verb tenses consistently and correctly throughout their writing
25	I can use the range of punctuation taught at key stage 2 mostly correctly
26	I can use punctuation for parenthesis (brackets, dashes and commas)
27	I can use inverted commas and other punctuation to indicate direct speech
28	I can spell correctly most words from the year 5 / year 6 spelling list,
29	and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
30	I can maintain legibility in joined handwriting when writing at speed.

	Working at greater depth
31	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language,
	characterisation,
	structure
32	I can distinguish between the language of speech and writing and choose the appropriate register
33	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
34	I can use the range of punctuation taught at key stage 2 correctly e.g. semi-colons,
35	dashes,
36	colons,
37	hyphens
38	and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity