

Name:



Writing Year 6

Handwriting
<ul style="list-style-type: none"> Can write legibly, fluently and with speed and appropriate to the task.
Grammar
<ul style="list-style-type: none"> Can use all 10 modal verbs or adverbs to indicate degrees of possibility. Can recognise vocabulary and structures that are appropriate for more formal speech including passive voice, active voice and the subjunctive (and change to) . Can use these words when talking about their writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, past progressive, present progressive, subjunctive, hyphen, dash
Punctuation
<ul style="list-style-type: none"> Can punctuate a range of complex sentences accurately (<i>subordinate clause at beg, mid, end</i>) Can use brackets, dashes or commas to indicate parenthesis. Can use semicolons, colons, dashes to indicate a stronger subdivision of a sentence than a comma. Can punctuate bullet points consistently. Can use ellipsis to good effect..
Composition
<ul style="list-style-type: none"> Can use a range of conjunctions to provide cohesion (<i>despite, comparison , instead of</i>) Can use consistent subject- verb agreement throughout all writing (when using singular and plural). Can use accurately punctuated speech with dialect/colloquial (when appropriate) to move the story forward. Can propose changes to grammar and punctuation to enhance effects and clarify meaning (... !) Can use a simple, compound and a range of complex sentences for effect. Can use metaphors and personification for effect. Can use a range of structural and organisational devices for effect and to guide the reader eg; bullets, headings, italics underlining, synonyms, conjunctions, adverbials Can research to inform their writing (narrative , biographies) Can write for different reasons and use different text types (refer to mapping) Can identify the audience and purpose for writing and independently select the appropriate form for my writing including the level of formality required. Can describe detailed settings, characters and atmosphere. Can integrate accurately punctuated dialogue, with appropriate colloquialisms and dialect, to convey character and advance the action. Can use a range of structural and organisational devices for effect. Can proof read for spelling and punctuation errors and improve
Vocabulary
<ul style="list-style-type: none"> Can select precise appropriate vocabulary, knowing how choice can change/enhance meanings
Spelling
<ul style="list-style-type: none"> Can identify word families and change word class (verb to noun act - actor/action) Understands the etymology and morphology of words and use an etymological dictionary. Can apply all rules listed in spelling Y5/Y6 spelling appendix (see appendix 1). Can spell 100% Y5/Y6 words correctly (see appendix) Can distinguish between Y5/Y6 homophones and know their word class.
Mastery

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