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| **Age-related expectations: Year Six**  Writing | | |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**  1. I can spell commonly mis-spelt words, including  those from the Y5/6 word list.  2. I can convert nouns or adjectives into verbs by  adding a suffix eg –ate (popular-populate), -ise  (familiar-familiarise), -ify (simple-simplify).  3. I can form verbs with prefixes.  4. I can use further prefixes and suffixes,  understanding the rules for adding them.  5. I can spell some words with silent letters.  6. I can distinguish between homophones and other  words which are often confused.  7. I can use knowledge of morphology and etymology  to help me spell.  8. I can use the first 3 or 4 letters of a word to check  spelling, meaning or both in a dictionary.  9. I can use a thesaurus.  10. I understand how words are related by meaning as  synonyms and antonyms.  **Handwriting**  11. I have legible, fluent, appropriately joined  handwriting with increasing speed.  12. I can choose the style of handwriting to use when  given a choice.  13. I can choose the handwriting implement that is best suited for a specific task.  ***Grammar and punctuation terminology***  *active, passive*  *subject, object*  *hyphen*  *antonym, synonym*  *colon, semi-colon*  *bullet points*  *ellipsis* | **Grammar**  14. I can start sentences in different ways, using  openers and other ways.  15. I can use relative clauses with ‘which’, ‘who’,  ‘where’, ‘when’, ‘that’, ‘whose’, or with an implied (ie  omitted) relative pronoun.  16. I can use expanded noun phrases to convey  complicated information concisely, to interest the  reader.  17. I can recognise vocabulary and structures that are appropriate for formal speech and writing eg ‘find  out’ / ‘discover’; ‘ask for’ / ‘request’ (and begin to  use these).  18. I can use verb phrases with effect eg to indicate a  degree of possibility using adverbs (eg perhaps,  surely) or modal verbs (eg might, should, will,  must).  19. I can use passive verbs.  **Punctuation**  20. I can use brackets, dashes or commas to indicate  parenthesis.  21. I can use commas to mark phrases and clauses or to clarify meaning / avoid ambiguity.  22. I can use a colon to introduce a list.  23. I can use bullet points to list information and  punctuate consistently.  24. I can use semi-colons, colons or dashes to mark  boundaries between independent clauses.  25. I can use a semi-colon within lists.  26. I can use a hyphen to avoid ambiguity eg I saw a  man-eating shark.  Use passive voice confidently eg suspense or in science report  Use range of sentence types for impact and specific effect  Control sentences, manipulating clauses for specific effects | **Planning**  27. I can write for a specific audience and purpose.  28. I select the appropriate form and use other similar  writing as a model, using appropriate features and  sentence structure, considering the writer’s  viewpoint, considering another author’s work.  29. I can plan and develop ideas, using reading /  research where necessary.  30. I can organise my writing into paragraphs / sections  to show changes in time, place and events or to shape a non-fiction text.  **Drafting and writing**  31. I can describe settings, characters and atmosphere  (mood) when writing narrative.  32. I can present text appropriately eg (sub-) headings,  bullets, underlining, columns, tables.  33. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’, ‘Firstly,’) and between sentences (‘although’).  34. I can use vocabulary for effect.  35. I can use grammar for effect.  36. I can integrate dialogue for effect.  37. I can summarise a paragraph.  38. I can use appropriate nouns and pronouns within  and across sentences for cohesion and avoid  repetition, beginning to use ‘noun substitutes’.  39. I can distinguish language of speech (eg colloquial)  and writing (Standard English), using formal and  informal speech and structures appropriately (eg  subjunctive forms [‘If I were…’] and question tags).  **Editing**  40. I can assess and edit to improve my writing or  another’s, to enhance effects and clarify meaning.  41. I can proof-read: spelling and punctuation; correct  tense throughout; subject – verb agreement etc.  Engage by eg personal comments, opening hook, flashback  Write paragraphs with different structures and lengths  Advance events in narrative writing using character, dialogue, action |