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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, includingthose from the Y5/6 word list.2. I can convert nouns or adjectives into verbs byadding 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 otherwords which are often confused.7. I can use knowledge of morphology and etymologyto help me spell.8. I can use the first 3 or 4 letters of a word to checkspelling, meaning or both in a dictionary.9. I can use a thesaurus.10. I understand how words are related by meaning assynonyms and antonyms.**Handwriting**11. I have legible, fluent, appropriately joinedhandwriting with increasing speed.12. I can choose the style of handwriting to use whengiven 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, usingopeners and other ways.15. I can use relative clauses with ‘which’, ‘who’,‘where’, ‘when’, ‘that’, ‘whose’, or with an implied (ieomitted) relative pronoun.16. I can use expanded noun phrases to conveycomplicated information concisely, to interest thereader.17. I can recognise vocabulary and structures that are appropriate for formal speech and writing eg ‘findout’ / ‘discover’; ‘ask for’ / ‘request’ (and begin touse these).18. I can use verb phrases with effect eg to indicate adegree 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 indicateparenthesis.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 andpunctuate consistently.24. I can use semi-colons, colons or dashes to markboundaries between independent clauses.25. I can use a semi-colon within lists.26. I can use a hyphen to avoid ambiguity eg I saw aman-eating shark.Use passive voice confidently eg suspense or in science reportUse range of sentence types for impact and specific effectControl 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 similarwriting as a model, using appropriate features andsentence structure, considering the writer’sviewpoint, 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 / sectionsto 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 withinand across sentences for cohesion and avoidrepetition, beginning to use ‘noun substitutes’.39. I can distinguish language of speech (eg colloquial)and writing (Standard English), using formal andinformal speech and structures appropriately (egsubjunctive forms [‘If I were…’] and question tags).**Editing**40. I can assess and edit to improve my writing oranother’s, to enhance effects and clarify meaning.41. I can proof-read: spelling and punctuation; correcttense throughout; subject – verb agreement etc.Engage by eg personal comments, opening hook, flashbackWrite paragraphs with different structures and lengthsAdvance events in narrative writing using character, dialogue, action |