

# Age-related expectations: Year Six

## Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1. I can spell commonly mis-spelt words, including those from the Y5/6 word list.</li> <li>2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify).</li> <li>3. I can form verbs with prefixes.</li> <li>4. I can use further prefixes and suffixes, understanding the rules for adding them.</li> <li>5. I can spell some words with silent letters.</li> <li>6. I can distinguish between homophones and other words which are often confused.</li> <li>7. I can use knowledge of morphology and etymology to help me spell.</li> <li>8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</li> <li>9. I can use a thesaurus.</li> <li>10. I understand how words are related by meaning as synonyms and antonyms.</li> </ol> <p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>11. I have legible, fluent, appropriately joined handwriting with increasing speed.</li> <li>12. I can choose the style of handwriting to use when given a choice.</li> <li>13. I can choose the handwriting implement that is best suited for a specific task.</li> </ol> <p><b>Grammar and punctuation terminology</b></p> <p><i>active, passive</i>  <i>subject, object</i>  <i>hyphen</i>  <i>antonym, synonym</i>  <i>colon, semi-colon</i>  <i>bullet points</i>  <i>ellipsis</i></p>	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>14. I can start sentences in different ways, using openers and other ways.</li> <li>15. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, or with an implied (ie omitted) relative pronoun.</li> <li>16. I can use expanded noun phrases to convey complicated information concisely, to interest the reader.</li> <li>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).</li> <li>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).</li> <li>19. I can use passive verbs.</li> </ol> <p><b>Punctuation</b></p> <ol style="list-style-type: none"> <li>20. I can use brackets, dashes or commas to indicate parenthesis.</li> <li>21. I can use commas to mark phrases and clauses or to clarify meaning / avoid ambiguity.</li> <li>22. I can use a colon to introduce a list.</li> <li>23. I can use bullet points to list information and punctuate consistently.</li> <li>24. I can use semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>25. I can use a semi-colon within lists.</li> <li>26. I can use a hyphen to avoid ambiguity eg I saw a man-eating shark.</li> </ol> <p>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</p>	<p><b>Planning</b></p> <ol style="list-style-type: none"> <li>27. I can write for a specific audience and purpose.</li> <li>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.</li> <li>29. I can plan and develop ideas, using reading / research where necessary.</li> <li>30. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text.</li> </ol> <p><b>Drafting and writing</b></p> <ol style="list-style-type: none"> <li>31. I can describe settings, characters and atmosphere (mood) when writing narrative.</li> <li>32. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables.</li> <li>33. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’ ‘Firstly,’) and between sentences (‘although’).</li> <li>34. I can use vocabulary for effect.</li> <li>35. I can use grammar for effect.</li> <li>36. I can integrate dialogue for effect.</li> <li>37. I can summarise a paragraph.</li> <li>38. I can use appropriate nouns and pronouns within and across sentences for cohesion and avoid repetition, beginning to use ‘noun substitutes’.</li> <li>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).</li> </ol> <p><b>Editing</b></p> <ol style="list-style-type: none"> <li>40. I can assess and edit to improve my writing or another’s, to enhance effects and clarify meaning.</li> <li>41. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement etc.</li> </ol> <p>Engage by eg personal comments, opening hook, flashback            Write paragraphs with different structures and lengths            Advance events in narrative writing using character, dialogue, action</p>

