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| **Year 6**  |
| **Spelling, Punctuation and Grammar** |
| **I can spell most words correctly (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.** |  |  |  |  |  |  |  |
| **I can use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)** |  |  |  |  |  |  |  |
| I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly and making some correct use of semi-colons, dashes, colons and hyphens. |  |  |  |  |  |  |  |
| **I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)** |  |  |  |  |  |  |  |
| **I can use verb tenses consistently and correctly throughout my writing.** |  |  |  |  |  |  |  |
| I can use a range of clause structures, sometimes varying their position within the sentence. |  |  |  |  |  |  |  |
| I can use coordinating and subordinating conjunctions. |  |  |  |  |  |  |  |
| I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. |  |  |  |  |  |  |  |
| I can use pronouns appropriately to avoid repetition when referring back or forward (e.g. that, these, those, it). |  |  |  |  |  |  |  |
| **Handwriting** |  |  |  |  |
| **I can maintain legibility in joined handwriting when writing at speed.** |  |  |  |  |  |  |  |
| I can choose the writing implement that is best suited for a task. |  |  |  |  |  |  |  |
| **Text structure and organisation** |  |  |  |  |
| **I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.**   |  |  |  |  |  |  |  |
| I can use paragraphs to organise ideas. |  |  |  |  |  |  |  |
| I can use simple devices to structure the writing and support the reader in my non-narrative work. (headings, sub-headings, bullet points)  |  |  |  |  |  |  |  |
| I can edit and improve my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. |  |  |  |  |  |  |  |
| I can accurately adapt sentence structure and word order to a text type confidently to sustain interest. |  |  |  |  |  |  |  |
| I can use different techniques to introduced and conclude my work appropriately (e.g. I am writing to.., Dear Sir/Madam, opinion, summary and justification comment). |  |  |  |  |  |  |  |
| **Composition and effect** |  |  |  |  |
| **I can write for a range of purposes and audiences (stories, biography, autobiography, journalistic writing, argument, formal, impersonal writing and poetry).** |  |  |  |  |  |  |  |
| **I can use describe settings and characters in my narrative work.** |  |  |  |  |  |  |  |
| **I can integrate dialogue in narratives to convey characters and advance the action.** |  |  |  |  |  |  |  |
| I can use a range of sentence openers – judging the impact or effect needed.  |  |  |  |  |  |  |  |
| I can develop ideas in creative and interesting ways. |  |  |  |  |  |  |  |
| I can use a range of strategies confidently and appropriately to engage and involve the reader (e.g. anticipation, suspense and tension).  |  |  |  |  |  |  |  |
| I can use literary features to create effect (alliteration, onomatopoeia, figurative language, metaphors, similes, personification).  |  |  |  |  |  |  |  |
| I can select from a wide range of imaginative and ambitious vocabulary and can use it precisely.  |  |  |  |  |  |  |  |
| I can select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts etc).  |  |  |  |  |  |  |  |