| **Year 6 WRITING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I produce legible joined and develop my own personal fluent joined handwriting style. *(join/not join specific letters- loops)*
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| **Spelling** | * I use a range of spelling strategies not just phonetically.
* I use a dictionary to check spelling/meaning.
* I proof read and edit my work to check for spelling and punctuation errors. *(Year 3 and 4 and year 5/6 word lists)*
* I ensure I use the correct homophone. *(see year 5/6 homophone list)*
* I spell most words with silent letters.
 | * I change verbs into nouns by adding suffixes.(tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment)
 | * I make sure that I can spell the vast majority of words that appear in the Year 5/6 list.
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| **Composition** | * I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.
 | * I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. *(TIP TOP/PEE)*
* I adapt the grammar and vocabulary used in my writing to suit the audience and purpose.(choose the appropriate form and register/ structure/ layout)
* I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.
* I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)
* I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.
 | * My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.
* My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.
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| **Grammar** | * I use the correct tense throughout a piece of writing.
* I use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might)
* I add precision, detail and qualification using prepositional phrases and adverbs.
* I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.
 | * I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.(Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives)
* I ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were)
* I use a wide range of clause structures, sometimes varying their position within the sentence.*(Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses).*
* I use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come or questions tags- he is your friend, isn’t he?)
 | * I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.
* I use a range of verb forms to create more subtle meanings.
* I use the passive voice to present information with a different emphasis.(I broke the window in the greenhouse- The window of the greenhouse was broken (by me).
* My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.
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| **Punctuation** | * I can mostly use commas correctly to mark phrases and clauses and provide clarity.
 | * I make some correct use of a further range of punctuation across a range of writing.(Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It’s raining; I’m fed up)
* I can use punctuation for parenthesis, mostly correctly. *(brackets/commas/hyphens)*
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 6 WRITING** |
| **Transcription** | **Composition** | **Grammar** | **Drafting, Editing and Proof Reading** |
| * My punctuation is mostly correct and semi-colons or colons are used to mark boundaries between independent clauses.
* My spelling is mainly accurate with only occasional errors in more ambitious vocabulary.
* My handwriting is fluent, legible and maintained to a high personalised standard.
 | * My writing has a clear voice which is evident across the text.
* At times, the features and conventions of my text type may be used unconventionally or manipulated to create specific effects.
* I manage shifts in time well and this adds effectiveness and impact to my writing.
 | * I use paragraphs to develop and expand ideas or point of view, themes and events in depth.
* I use a varied range of cohesive devices across and within paragraphs.
* My writing demonstrates effective use of sentences containing more than one clause and is used to elaborate and to convey complicated information concisely.
* My writing demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.
* I use a range of literary features such as, repetition, short sentences and figurative language to add impact to my writing.
* My verb forms are chosen for meaning and effect.
 | * I use the drafting process efficiently and edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision.
* My writing is evaluated as a matter of course.
* My proof reading ensures a high level of accuracy.
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