| **Year 6 WRITING** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| ***Aspect*** | **Autumn** | | **Spring** | | **Summer** | |
| **Handwriting** | * I produce legible joined and develop my own personal fluent joined handwriting style. *(join/not join specific letters- loops)* | | I produce legible joined and develop my own personal fluent joined handwriting style. *(join/not join specific letters- loops)* | | I produce legible joined and develop my own personal fluent joined handwriting style. *(join/not join specific letters- loops)* | |
| **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. | |
| **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. | |
| **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. | |
| **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)* | |  | |
| **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. |