



Working together today
for a brighter tomorrow

Wood End Primary School Year 6 Writing Targets

Experienced

Achieved

Fluency

Spelling

- 1) I can use knowledge of root words, prefixes and suffixes in spelling and understand the spelling of some words needs to learn specifically.
- 2) I can understand and add the suffix -fer
- 3) I can spell most words from the Year 5 and 6 spelling list correctly (EXS)
- 4) I can distinguish between words which sound the same but have different meanings (homophones and near homophones) and other words which are often confused, e.g. Lose/loose
- 5) I can spell a range of hyphenated words
- 6) I can use a range of spelling rules at Year 6
- 7) I can use dictionaries/spell checkers to check the spelling and meaning of words.
- 8) I can use a thesaurus with confidence.
- 9) I can write accurately sentences from memory dictated by the teacher, which include words and punctuation taught so far.

Handwriting

- 10) I can write legibly in joined handwriting when writing at speed. (EXS)
- 11) I can choose the writing implement that is best suited for a task.

Composition

- 12) I can plan my writing by identifying the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as a model.
- 13) I can make notes and ideas, drawing on my reading and research where necessary.
- 14) I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) (EXS)
- 15) I can describe settings, characters and atmosphere in my narrative writing. (EXS)
- 16) I can integrate dialogue to convey character and advance the action. (EXS)
- 17) I can use reported speech in my writing e.g. he told me that
- 18) I can precis longer passages.
- 19) I can use a range of devices to build cohesion (e.g. pronouns and nouns, conjunctions, adverbials, synonyms, antonyms, lexical cohesion and ellipses) within and across paragraphs (EXS)
- 20) I can write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader (technical vocabulary, formal adverbials e.g. moreover, furthermore, nevertheless, idiomatic phrases (EXS)
- 21) I can write effectively for a range of purposes and audiences selecting grammatical features that shows a good awareness of the reader. (expanded form, active and passive voice, single and multi-clause sentence lengths for effect, subjunctive forms, question tags, ellipsis) (EXS)
- 22) I can use a variety of ISPACE sentence openers
- 23) I can use show not tell sentences to create mood.
- 24) I can use similes, metaphors and personification to create atmosphere
- 25) I can ensure that I have used correct subject and verb agreement when using singular and plural.
- 26) I can distinguish between language of speech and writing and choose the appropriate way.
- 27) I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.

28) I can evaluate and assess the effectiveness of my writing							
29) I can evaluate and assess the effectiveness of a peer's writing.							
30) I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.							
31) I can proof-read my work for spelling and punctuation errors.							
32) I can perform my composition, using appropriate intonation, volume and movement so that meaning is clear.							
Vocabulary, Grammar and Punctuation							
33) I can use a colon to introduce a list and use semi-colons within lists.							
34) I can use a semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]							
35) I can use bullet points to list information							
36) I can use punctuation for parenthesis (brackets, dashes, commas)							
37) I can use hyphens for clarity and to avoid ambiguity, e.g. man eating shark or man-eating shark.							
38) I can use verb tenses consistently and accurately throughout my writing. (EXS)							
39) I can use expanded noun phrases with pre and post modifiers with ambitious qualifiers (several, countless, copious etc.) to explain complicated information simply.							
+0) I can use the full range of punctuation including question marks, exclamation marks, commas in lists, hyphens, inverted commas, commas for clarity, apostrophes for possession/contraction and ellipses mostly correctly. (EXS)							
+1) I can recognise and suggest synonyms and antonyms.							
+2) I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (omitted) relative pronoun.							
+3) I can use a variety of subordinating conjunctions (A WHITE BUS)							
+4) I can use a variety of coordinating conjunctions (FANBOYS)							
I can write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what I have read as models for my own writing. (GDS)							
I can distinguish between and language of speech and writing and choose the appropriate register. (GDS)							
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. (GDS)							
I can use the range of punctuation taught at KS2 correctly (semi-colons, dashes, and hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (GDS)							