

Year 6 Writing



Target
I can select grammatical devices to enhance the meaning of my writing. I can select ambitious vocabulary, often accurately, to create a particular atmosphere or effect.
I can use imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere in narrative writing.
I can integrate dialogue into narrative writing to convey character and move on the plot.
I can reshape and summarise longer passages to adapt writing into an appropriate form. For example, using information about the spread of illness to write a poster about the importance of hygiene.
I can use a wide range of devices to make sure my writing flows within and across paragraphs.
I can say who I am writing for and what I hope to achieve, using similar writing to help me choose appropriate vocabulary, grammatical devices and layout.
I can make notes and develop my ideas, using my reading and what I have researched to help me.
I use my reading and knowledge of what real authors do to develop characters and settings in narrative writing.
I can assess the effectiveness of my own and others writing.
I can suggest changes to vocabulary, grammar and punctuation that enhance the effect or clarify the meaning of my writing.
I can check for consistent and correct use of tense throughout a piece of writing.
I can check that the subject and verb agree when using singular and plural nouns; for example, 'The dog barks at the postman' vs 'The dogs bark at the postman'. I can distinguish between the language of speech and writing, and can choose the appropriate register.
I can proof-read for errors in spelling and punctuation.
I can use devices that not only ensure my writing flows, but which add emphasis or effect. For example, I use the adverbial opener 'Hurriedly...' rather than 'Quickly...' to suggest a degree of disorder.
I can use headings, sub-headings and bullet points to lay my writing out and guide the reader.
I can use different vocabulary for formal and informal speech and writing.
I understand how the meanings of words relate, including being able to use the term synonym and antonym.
I can use the passive voice to create an effect. For example, 'The window in the greenhouse had been broken' instead of 'I had broken the window in the greenhouse'.
I recognise and can use different sentence structures in my writing depending on the level of formality. For example, I use question tags for informal speech: 'He's your friend, isn't he?' I use the subjunctive for very formal writing: 'If I were...' or 'Were one to...'
I can link ideas across paragraphs using a wider range of devices such as repetition, ellipsis and adverbial phrases ('On the other hand', 'in contrast', or 'As a consequence').
I can lay my writing out in different ways to make it clear and more appealing to the reader. I can use headings, sub-headings, columns, bullets and tables.
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.'
I can use a colon to introduce a list and use semi-colons to separate larger items within a list.
I can punctuate bullet points when listing information.
I can use hyphens to avoid unclear meaning. For example, 'the man eating shark' rather than the 'man-eating shark'.
I can use a wide variety of clause structures, and vary their position within the sentence.
I can use further prefixes and suffixes and understand the guidelines for adding them.
I can spell some words with silent letters like knight, psalm, solemn.

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I can distinguish between homophones and other words which are often confused.
I can use knowledge of word meanings and the origins of words to help with spelling and I understand that the spellings of some words just need to be learnt.
I can use dictionaries to check the spelling and meaning of words.
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
I can use a thesaurus.
I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
I can decide whether or not to join specific letters as I develop my personal style.
I understand that I might use different handwriting when writing a quick note and writing up in best.
I can choose the writing implement that is best suited for a task.