

Year Six Writing

		Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Transcription	Spelling	<div>1. I am widening my knowledge of prefixes and how they are used.</div> <div>2. I can recognise silent letters in words.</div> <div>3. I can spell 60 of the year five/six words.</div> <div>4. I can recognise homophones and near homophones which are often confused e.g. principle, principal.</div> <div>5. I can use the first three letters of a word to check the spelling or meaning in a dictionary.</div> <div>6. I can use a thesaurus to improve my word choices.</div>	<div>34. I am widening my knowledge of suffixes and how they are used.</div> <div>35. I can spell some words with silent letters. (knight, psalm, solemn).</div> <div>36. I can spell 80 of the year five/six words.</div> <div>37. I use homophones correctly in my writing.</div> <div>38. I can use the first four letters of a word to check the spelling or meaning in a dictionary.</div> <div>39. I know how to use a thesaurus to improve my word choices.</div>	<div>59. I know how to add more prefixes and suffixes accurately.</div> <div>60. I can spell some words with silent letters</div> <div>61. I can spell 90 of the year five/six words</div> <div>62. I can distinguish between homophones and other words which are often confused</div> <div>63. I use the first three/four letter of a word to accurately check the spelling/meaning in a dictionary.</div> <div>64. I can confidently use a thesaurus</div> <div>65. I use my knowledge of morphology and etymology in spelling</div>	I have all of the expected strands and I am embedding these skills in all subjects.
	Handwriting	<div>7. I write legibly, fluently and with increasing speed</div> <div>8. I know which letters to join and which ones to leave</div> <div>9. I choose the writing implement that is best suited for the task.</div>			

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Composition	Structure and Purpose			I have all of the expected strands and I am embedding these skills in all subjects
	<p>PLANNING</p> <p>10. I can identify the audience and purpose to support my writing ideas.</p> <p>11. I can make notes from my reading and research to inform my planning.</p> <p>12. I am beginning to make appropriate grammar and vocabulary choices to enhance meaning.</p> <p>WRITING</p> <p>13. In my narrative writing I can describe a setting to build an atmosphere.</p> <p>14. I know how authors develop settings within their narratives and I use this within my own writing.</p> <p>15. I can use organisational and presentational techniques to structure my non narrative writing.</p> <p>16. I can use some techniques to build cohesion within and across paragraphs.</p>	<p>PLANNING</p> <p>40. I can use a model to plan my writing with an awareness of audience and purpose.</p> <p>41. I can develop my notes based on my reading and research.</p> <p>42. I can make appropriate grammar and vocabulary choices to enhance meaning.</p> <p>WRITING</p> <p>43. I can use dialogue to convey the character and advance the action in my narrative writing.</p> <p>44. I know how authors develop characters within their narratives and I use this within my own writing.</p> <p>45. I can use organisational and presentational techniques to guide the reader within my non narrative writing.</p> <p>46. I am beginning to use a range of techniques to build cohesion within and across paragraphs.</p>	<p>PLANNING</p> <p>66. I can identify the audience and purpose of the writing selecting the appropriate for and using similar writing as a model for my own.</p> <p>67. I make notes to develop my ideas, drawing on my reading and research.</p> <p>68. I select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>WRITING</p> <p>69. In narratives I describe setting, characters and atmosphere with integrated dialogue to convey the character and advance the action</p> <p>70. I write narratives, showing my understanding of how authors have developed characters and setting.</p> <p>71. I use organisational and presentational techniques to structure text and to guide the reader (heading, subheading, bullet points, underlining).</p> <p>72. I use a range of techniques to build cohesion within and across paragraphs.</p>	
	<p>EVALUATING</p> <p>17. I can assess the effectiveness of my own and others work</p> <p>18. I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>19. I ensure the consistent and correct use of tense throughout a piece of writing</p> <p>20. I use the correct subject and verb agreement when using singular and plural</p> <p>21. I proof read for spelling and punctuation errors</p>			

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Vocabulary, grammar and punctuation	<p>22. I can recognise some vocabulary which is appropriate for formal speech.</p> <p>23. I know the difference between active and passive verbs.</p> <p>24. I am beginning to use the perfect form of verbs to mark relationships of time and cause.</p> <p>25. I am beginning to use expanded noun phrases to convey complicated information concisely.</p> <p>26. I am beginning to use modal verbs or adverbs to indicate degrees of possibility.</p> <p>27. I am beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>28. I am beginning to use commas to clarify meaning.</p> <p>29. I am beginning to use hyphens for compound adjectives e.g. blue-eyed.</p> <p>30. I am beginning to use brackets, dashes or commas to indicate parenthesis</p> <p>31. I am beginning to use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>32. I am beginning to use a colon to introduce a list</p> <p>33. I am beginning to punctuate bullet points.</p>	<p>47. I can use the appropriate vocabulary for formal speech within my writing.</p> <p>48. I am beginning to use passive verbs to affect the presentation of information in a sentence.</p> <p>49. I sometimes use the perfect form of verbs to mark relationships of time and clause.</p> <p>50. I sometimes use expanded noun phrases to convey complicated information concisely.</p> <p>51. I sometimes use model verbs or adverbs to indicate degrees of possibility.</p> <p>52. I sometimes use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>53. I sometimes use commas to clarify meaning.</p> <p>54. I sometimes use hyphens to avoid ambiguity.</p> <p>55. I sometimes use brackets, dashes or commas to indicate parenthesis</p> <p>56. I sometimes use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>57. I sometimes use a colon to introduce a list.</p> <p>58. I sometimes punctuate bullet points.</p>	<p>73. I recognise a range of vocabulary and structures that are appropriate for formal speech and writing</p> <p>74. I use passive verbs to affect the presentation of information in a sentence</p> <p>75. I use the perfect form of verbs to mark relationships of time and cause</p> <p>76. I use expanded noun phrases to convey complicated information concisely</p> <p>77. I use modal verbs or adverbs to indicate degrees of possibility</p> <p>78. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>79. I use commas to clarify meaning</p> <p>80. I use hyphens to avoid ambiguity and for compound adjectives.</p> <p>81. I use brackets, dashes or commas to indicate parenthesis</p> <p>82. I use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>83. I use a colon to introduce a list</p> <p>84. I punctuate bullet points consistently</p> <p>85. I am learning the grammar for yrs five and six (see SPaG booklet)</p>	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>

Genres covered: