

Year 6 My Writing Targets

Composition and Text Structure

I can write to suit the audience and purpose.

I can describe settings, character and atmosphere in narratives.

I can integrate dialogue to develop the character and advance the action.

I can write non-narrative using – such as headings, sub heading, bullet points, underlining.

I can group my ideas into paragraphs to show different information or events.

I can make links between paragraphs e.g. using conjunctions, adverbials, pronouns or dialogue.

I can edit my work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.

I can start a sentence in different ways.

I can use stylistic devices to create effects in writing.

I can add well- chosen detail to interest the reader.

I can use correct tense throughout my writing.

Vocabulary and Grammar

I can extend the range of structures that are appropriate for the style of writing, including subjunctive forms (e.g. *I suggest that he study*)

I can use adverbs or modal verbs to indicate a degree of possibility.

I can use relative clauses.

I can use passive verbs to affect the information.

I can use the passive form of verbs to convey meaning.

I can write sentences that are grammatically accurate.

I can use expanded noun phrases to convey complicated information concisely.

Punctuation

I can use a wider range of punctuation correctly - brackets, hyphens, dashes and commas to indicate parenthesis, semi-colons, colons, and bullet points.

Handwriting

I can write neatly, fluently and legibly (e.g. ascenders and descenders are parallel)

I can choose the style of handwriting that is best suited for a task.

Spelling

I can apply spelling rules for suffixes and prefixes.

I can spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I can use a dictionary and a thesaurus.

I can use a range of spelling strategies.