

Year 6 WRITING			
Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I produce legible joined and develop my own personal fluent joined handwriting style. <i>(join/not join specific letters-loops)</i> 		
Spelling	<ul style="list-style-type: none"> 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. <i>(Year 3 and 4 and year 5/6 word lists)</i> I ensure I use the correct homophone. <i>(see year 5/6 homophone list)</i> I spell most words with silent letters. 	<ul style="list-style-type: none"> I change verbs into nouns by adding suffixes. <i>(tion/sion/ment – cancel-cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment)</i> 	<ul style="list-style-type: none"> I make sure that I can spell the vast majority of words that appear in the Year 5/6 list.
Composition	<ul style="list-style-type: none"> I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. 	<ul style="list-style-type: none"> I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. <i>(TIP TOP/PEE)</i> I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. <i>(choose the appropriate form and register/ structure/ layout)</i> I create atmosphere and describe settings- I use antonyms and synonyms 	<ul style="list-style-type: none"> 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.

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		<p>to enhance the description.</p> <ul style="list-style-type: none"> 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. 	
Grammar	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. (<i>Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses</i>). I use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come or questions tags- 	<ul style="list-style-type: none"> 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.

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		he is your friend, isn't he?)	
Punctuation	<ul style="list-style-type: none"> I can mostly use commas correctly to mark phrases and clauses and provide clarity. 	<ul style="list-style-type: none"> 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)

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Transcription	Composition	Grammar	Drafting
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I use effective work consistently to enhance creativity and precision. • My writing is as a result of a high standard.