

Year 6 Writing Targets



Spelling

I can spell some words featuring unstressed vowels

I know that the spelling of some words needs to be learnt specifically

I can spell some words with silent letters e.g. knight, psalm

I can use a dictionary to check the spelling and meaning of words

I can use the first three or four letters of a word to check spelling or meaning

I know the difference between homophones and other words which are often confused

Handwriting

I can write legibly and fluently and with increasing speed

I can use presentational features to organise information e.g. bullet points, headings, diagrams, captions, graphs

I can make appropriate choices in presenting information and ideas on paper and when using ICT

Writing – vocabulary, grammar and punctuation

I can vary the length and focus of my sentences

I can use pronouns to avoid repetition where appropriate

I can use a variety of simple, compound and complex sentences according to the text type

I can use conditional structures to persuade e.g. using if...then, might, could, would

I can use passive constructions in my writing where appropriate

I can use formal and informal structures in my writing

I can use a range of punctuation accurately in my writing

I can understand and use colons, semi-colons and dashes

I can use colons to introduce lists and semi-colons to separate items

I can use hyphens in my writing, for example 'man-eating shark'

I can proof read my writing for spelling and punctuation

I can propose changes to vocabulary and grammar to enhance my writing

I can use the following grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Writing – composition

I can use paragraphs to clearly structure main ideas in my writing

I can make some links across paragraphs using some cohesive devices e.g. using adverbials of time, using questions or statements to bridge ideas

I can plan my writing quickly and effectively

I can make precise vocabulary, sentence and punctuation choices

I can move between standard and non-standard forms of English

I can create vivid imagery in narrative and poetry using expressive and figurative language

I can choose register (formal/informal) appropriately when I write

I can write well-structured openings and ensure that my endings relate to the central plot

I can develop a point of view and a 'narrative voice' e.g. using asides to reader, commenting on action

I can evaluate my writing and the writing of others against specific criteria