

Information for Parents/Carers

Writing Targets - A Year 6 Writer

Transcription

Spelling

I can convert verbs into nouns by adding a suffix.

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 understand that the spelling of some words need to be learnt specifically.

I can use any dictionary or thesaurus.

I use a range of spelling strategies.

Handwriting

I can choose the style of handwriting to use when given a choice.

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

Composition

I can identify the audience for and purpose of the writing.

I can choose the appropriate form and register for the audience and purpose of the writing.

I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

I use a range of sentence starters to create specific effects.

I can use developed noun phrases to add detail to sentences.

I use the passive voice to present information with a different emphasis.

I use commas to mark phrases and clauses.

I can sustain and develop ideas logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

I can use the passive voice.

I can vary sentence structure to suit formal and informal writing.

Text structure

I can use a variety of organisational and presentational devices appropriate to the text type.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

I can use the semi-colon, colon and dash.

I can use the colon to introduce a list and the semi-colon within lists.

I can use a hyphen to avoid ambiguity.

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Writing Targets

Year 6: Writing at Greater Depth

I confidently choose the appropriate style and form for the purpose and audience of the writing.

I use a range of techniques to engage the reader, eg, personal comments, opening hook, flashback.

I link ideas within and between paragraphs with a range of cohesive devices, eg, connecting adverbs/adverbials, use of pronouns.

I use a range of sentence types for impact and specific effect on the reader.

I make precise and specific word choices according to the text type and audience.

I summarise longer texts precisely, identifying the key information.

I use the passive voice confidently, eg, to create suspense or in a science investigation or historical or geographical report.

I use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

My writing shows my individual 'voice' and my unique style as a writer.

My shorter pieces are well-crafted for impact and my longer pieces are sustained and consistent.

My use of sentences is controlled and a range of structures are used to create specific effects.