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| Year 6 Writing Standards |
| A child will have met the Year 6 ‘standard’ by successfully achieving each of these statements**Highlighted steps in bold are key performance Indicators for year group** |
|  | Step | Secure within step |
| Composition | I can draft and write by selecting appropriate vocabulary and grammar including that within English Appendix 2, understanding how these choices can change and improve my writing |  |
| **I can plan my writing by identifying the audience and purpose of writing. I can also change sentence length for the purpose** |  |
| **I can use different techniques to make my writing flow and link paragraphs** |  |
| I can plan my writing by noting and developing initial ideas, drawing on reading and research where needed |  |
| **I can draft and write narratives describing characters, settings and atmosphere in detail based on other books and films I have read/seen** |  |
| I can give reasoned feedback of the effectiveness of mine and others writing as well as ideas as to how to improve it |  |
| I can evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to make the meaning clearer |  |
| **I can evaluate/edit by ensuring constant use of tense throughout** |  |
| **I can proof-read for spelling errors linked to spelling statements for year 6** |  |
| I can proof-read checking for errors including use of semi-colons, colons, dashes, punctuation of bullet-points, in lists, use of hyphens. |  |
| I can confident performing my own compositions aloud in a group using appropriate tone and controlling the volume so the meaning is clear. |  |
| Handwriting | **I can write legibly and fluently and with increasing speed.** |  |
| I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task |  |
| Vocabulary, grammar and punctuation | I understand how words are related by meaning as synonyms and antonyms e.g. big, large, little |  |
| **I can understand the difference between formal speech and informal speech within writing and the vocabulary used respectively** |  |
| **I can use lay out devices e.g. headings, sub-headings, columns, bullet-points or tables to structure text** |  |
| **I can use a semi-colon within a list and a colon to introduce a list** |  |
| **I can use bullet-points to list information** |  |
| I understand how hyphens are used to avoid ambiguity e.g. man eating shark/ man-eating shark. |  |
| **I understand the following words: subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet-points** |  |
| Spelling | I can add suffixes beginning with vowel letters to words ending in –fer e.g. preferred, referee, preference |  |
| I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter |  |
| I can distinguish between homophones and other words which are often confused English Appendix 1 |  |
| **I can use morphology and etymology in spelling and understand that the spelling of words need to be learnt specifically. See Appendix 1** |  |
| **I can dictionaries to check the spelling and meaning of words** |  |
| I can use a thesaurus effectively |  |