**Writing Targets - A Year 6 Writer**

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| **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. |

**Writing Targets**

**Exceeding Year 6 Expectations**

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| I can choose the appropriate style and form for the purpose and audience of my writing. |
| I can use techniques to engage the reader, for example, personal comments, opening hook, flashback. |
| I can write paragraphs with a clear focus. |
| I can write paragraphs with different structures and lengths. |
| I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns. |
| I can use different sentence structures and lengths to suit the purpose and audience of my writing. |
| I can use a range of sentence types for impact and specific effect on the reader. |
| I can control complex sentences, manipulating the clauses to achieve specific effects. |
| I can use punctuation to convey and clarify meaning, including the colon and semi-colon. |
| I can make precise and specific word choices according to the text type and audience. |
| I can summarise longer texts precisely, identifying the key information. |
| I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report. |
| I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future. |