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| **Year 6 Writing Statements** |
| **Spelling** |
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| * I can use further prefixes and suffixes and understand how to add them (e.g. cious, tious, cial, tial, ence, ance, able, ibly).
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| * I can spell some words with silent letters e.g. knight, psalm, solemn.
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| * I can spell further homophones e.g. cereal/serial, practise/practice.
 |
| * I can apply spelling rules from English Appendix 1.
 |
| * I can learn common Year 5/6 words without specific patterns.
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| * I can use the first three or four letters of a word to check spelling.
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| * I can use dictionaries to check spelling and meaning of words.
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| * I can use a thesaurus.
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| * I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, ify.
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| * I can use verb prefixes e.g dis-, de-, mis-, over-, re-.
 |
| * I know the difference between informal and formal speech/writing e.g. find out-discover, ask for-request, go in-enter.
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| * I know how words are related as synonyms and antonyms e.g. big/huge, cold/hot.
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| **Being a writer** |
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| * I can plan my writing by identifying the audience and purpose of the writing.
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| * I can choose the appropriate form of writing and use its features.
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| * I can note and develop initial ideas, drawing on reading and research.
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| * I can plan, draft, write and edit my writing to ensure that it is improved.
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| * I can develop a view point and sustain in through my writing.
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| * I can use layout devices e.g. headings, columns, bullet points, tables.
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| * I can write paragraphs that make sense if read alone.
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| * I can use devices to build cohesion within and across paragraphs e.g. adverbials (in contrast, as a consequence), repetition.
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| * I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
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| * I can use ideas authors use to develop characters and settings in narratives.
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| * I can select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
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| * I can describe settings, characters and atmosphere in narrative.
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| * I can integrate dialogue to show character and advance the action.
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| * I can precis a longer passage to create a shorter passage with the same meaning.
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| * I can suggest changes to vocabulary, grammar and punctuation.
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| * I can proof-read to check for spelling and punctuation errors.
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| * I can ensure the correct subject and verb agreement when using singular and plural e.g. The dog has… The dogs have...
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| * I can distinguish between spoken and written language and choose the most appropriate.
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| * I can use a consistent tense throughout my piece of writing.
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| **Presentation** |
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| * I can write legibly, fluently and with increasing speed.
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| * I know what standard of handwriting is appropriate for the task e.g. note-making, labelling diagrams, algebra
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| **Punctuation** |
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| * I can use basic punctuation (capital letters, full stops, question/exclamation marks, speech punctuation) accurately.
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| * I can use apostrophes for possession and omission.
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| * I can use pairs of brackets, dashes and commas to indicate parenthesis.
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| * I can use an ellipsis to pause or miss out words for effect.
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| * I can use commas to clarify meaning or avoid ambiguity in writing.
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| * I can use a semi-colon, colon and dash to mark the boundary between independent clauses.
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| * I can use a colon to introduce a list and semi-colons within lists.
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| * I can use bullet points to list information.
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| * I can use hyphens to avoid ambiguity e.g. man eating shark = man-eating shark, recover = re-cover.
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| **Sentences** |
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| * I can use a wider range of conjunctions and cohesive devices e.g. additionally, furthermore, in contrast, most of all, for example, even though, due to
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| * I can use fronted adverbials to say when things are done e.g. Later that day, … /Throughout the night, …
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| * I can use fronted adverbials to say where things are done (ing verb clauses) e.g. Walking down the street, … / Glancing up, he …
 |
| * I can use fronted adverbials to say how things are done (ly clauses) e.g. Quickly scurrying along, the mouse…
 |
| * I can use expanded 'ed' clauses to begin and within sentences e.g. Poor Tom, exhausted by the run, made his way home.
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| * I can use relative clauses beginning with who, which, where, when, whose or that.
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| * I can use passive voice to affect the presentation of information in a sentence e.g. Passive = The glass was dropped by Tom.
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| * I can use extra clauses to make my writing succinct.
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| * I can choose to use short sentences and long sentences for effect.
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|  **Vocabulary** |
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| * I can use adverbs to show degrees of possibility e.g. perhaps, surely, certainly, definitely, probably, clearly, possibly.
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| * I can use modal verbs and conditionals e.g. if...might, should, will, must, could
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| * I can use expanded noun phrases to convey complicated information concisely.
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| * I can use adverbial phrases (modify verbs or adjectives) in my writing.
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| * I can use onomatopoeia and alliteration for effect.
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| * I can use effective similes, metaphors and personification.
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