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|  |  | **Year 6- WRITING Milestone 3** |  |
| Composition | Sentence Structure/Grammar | * I can use a range of devices to build cohesion across paragraphs e.g. adverbials, conjunctions, pronouns, prepositions, ellipses.
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| * I can consistently use relative clauses that contain relative pronouns e.g. which, where, whose.
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| * I can use modal verbs to indicate degrees of possibility e.g. might, could, may.
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| * I can consistently use the appropriate verb form e.g. passive verbs to affect presentation of information in a sentence. Perfect for time and cause
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| * I can use brackets to add additional information.
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| * I can use parenthesis to provide additional yet non-essential information.
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| * I can always use active/ passive voice correctly.
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| * I can use expanded noun phrases to convey complicated information.
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| Purpose | * I can always select appropriate grammar and vocabulary, showing an understanding of how it can affect meaning.
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| * I can clearly identify vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
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| * I can identify and use the appropriate form of writing and most features (from reading).
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| * I can consider the audience and write for a clear purpose.
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| * I can research, make notes and start to refine ideas for writing, drawing on reading.
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| Writing Voice | * I can create characters, settings and plots, mimicking and adapting techniques used by successful authors.
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| * I can confidently use figurative language and imagery where appropriate: similes, metaphors, alliteration and personification.
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| * I can interweave descriptions of characters and settings with atmosphere and dialogue- advancing action.
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| * I can write cohesively at length.
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| * I can organise paragraphs for clarity.
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| * I can plan, draft, write, edit and improve
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| * I can confidently use simple organisational devices e.g. bullet points, headings and subheadings (with consistent punctuation)
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| * I can use precise information (summarise/ condense)
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| Transcription | Handwriting | * I can write fluently and legibly with personal style.
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| * I can consistently follow *Penpals for handwriting* for specific joins
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| Punctuation | * I can always use commas to clarify meaning or avoid ambiguity.
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| * I can use commas, brackets or dashes to indicate parenthesis.
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| * I can use semi-colons to separate items in a detailed list and to separate two independent clauses that are related. e.g. My mum is a doctor; my dad is a cleaner. Let me introduce: Mr Porter, the chef; Mrs Khan, the group leader; and Mrs Pie, the expert.
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| Spelling & Vocabulary | * I can use colons to introduce lists, explanations and to separate clauses.
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| * I can use hyphens to join words or link prefixes e.g. co-operation, mother-in-law.
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| * I can use ambitious and rich vocabulary in the correct context.
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| * I can use root words with prefixes and suffixes correctly. (Etymology and morphology)
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| * I can clearly distinguish between homophones and some other regularly confused words.
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| * I can spell words with silent letters correct.
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| * I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g, children’s).
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| * I can use a dictionary to define words and a thesaurus to find synonyms/ antonyms.
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| * I can spell the majority of words correctly.
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|  | Edit & Improve | * I can use and understand grammatical terminology when discussing writing and reading: word family, conjunction, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause.
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| * I can re-read, identify and correct inconsistencies in tense.
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| * I can use the correct subject-verb agreement.
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| * I can comment on the effectiveness of own/others writing.
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| * I can suggest improvements to improve own/others writing.
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| * I can proof read writing and identify some spelling and grammar errors.
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|  | * I can perform writing to a group or whole class, using movement, intonation, volume and clarity.
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