

Writing Progress Checker Year 6: Meeting**Name:** _____

Writing: Composition	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<u>I can plan my writing by:</u>				
• Confidently identifying the audience for and purpose of the writing.				
• Noting and developing initial ideas, drawing on reading and research where necessary.				
• Considering how authors have developed characters and settings.				
<u>Draft and write by:</u>				
• Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning				
• describing settings, characters and atmosphere and use dialogue to convey character and advance the action(in narratives)				
• Précising longer passages				
• organising my writing into paragraphs and link information in and between paragraphs (using connecting adverbs and adverbials) clearly signal a change in subject, time, place or event.				
• using headings, sub headings, bullet points and underlining to structure and present non-fiction texts				
• using complex sentences with an opener followed by a comma or compound sentences with 2 phrases linked with a connective and identifying subordinate and main clauses				
• adding sufficient detail to interest the reader				
<u>Edit and improve by:</u>				
• assessing the effectiveness of their own writing and the writing of others				
• suggesting changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning				
• use tense consistently				
• making sure verbs and subjects agree when using singular and plurals and distinguishing between				

language of speech and writing (use your 'posh voice' for writing)				
• proof reading for spelling and punctuation				
• performing their own work, using intonation, volume and movement so that meaning is clear				

<u>Vocabulary, grammar and punctuation</u>				
• recognising the vocabulary and structures appropriate for formal speech and writing including subjunctive forms				
• using modal verbs or adverbs to indicate degrees of possibility				
• using passive verbs to affect the presentation of information in a sentence				
• using perfect forms of verbs to show relationship between time and cause				
• using clauses starting with <i>who, which, where, when, whose or that</i> (e.g. The boy whose jumper was red) instead of using a pronoun				
• using expanded noun phrases to write complicated information clearly				
• learning the grammar for years 5 and 6				
• using brackets, dashes or commas to indicate parenthesis.				
• using commas or hyphens to make clarify meaning or avoid confusion in sentences				
• using semi colons, colons or dashes between independent clauses				
• using colons to introduce a list and punctuate bullet points consistently				
TOTAL				
NUMBER of targets met at 2 or 3				

Writing: Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• 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 needs to be learnt specifically.				
• I can use any dictionary or thesaurus.				
• I use a range of spelling strategies.				
• 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.				
TOTAL				
NUMBER of targets met at 2 or 3				
Overall Percentage of targets met (in composition and transcription) at 2 or 3				

Writing Progress Checker Year 6 : Exceeding**Name** _____

Writing: Composition and Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• I 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 and flashback.				
• I can write paragraphs with a clear focus, different structures and lengths.				
• I 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 length 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 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 historical or geographical report.				
• I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.				
TOTAL				
NUMBER of targets met at 2 or 3				
Overall Percentage of targets met (in composition and transcription) at 2 or 3				

Writing Progress Checker Year 6: Developing

Name _____

Writing: Composition	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<u>I can plan my writing by:</u>				
<ul style="list-style-type: none">identifying the audience and purpose of the writing, developing ideas, making notes and using research (when appropriate)				
<u>Draft and write by:</u>				
<ul style="list-style-type: none">using the grammar and vocabulary to create an impact on the reader				
<ul style="list-style-type: none">describe settings, characters and atmosphere and use dialogue effectively (in narratives)				
<ul style="list-style-type: none">organising my writing into paragraphs containing different information or events				
<ul style="list-style-type: none">using connecting adverbs and adverbials (openers) to start sentences and link paragraphs				
<ul style="list-style-type: none">using headings, sub headings, bullet points and underlining to organise non-fiction texts				
<ul style="list-style-type: none">using complex sentences with an opener followed by a comma or 2 phrases linked with a connective				
<ul style="list-style-type: none">adding sufficient detail to interest the reader				
<u>Edit and improve by:</u>				
<ul style="list-style-type: none">assessing the effectiveness of their own writing and the writing of others				
<ul style="list-style-type: none">changing vocabulary, grammar and punctuation to make it more effective				
<ul style="list-style-type: none">making sure verbs and subjects agree when using singular and plurals				
<ul style="list-style-type: none">distinguishing between language of speech and writing (use your 'posh voice' for writing)				
<ul style="list-style-type: none">proof reading for spelling and punctuation				
<u>Vocabulary, grammar and punctuation</u>				
<ul style="list-style-type: none">use the correct of tense consistently throughout a piece of writing				
<ul style="list-style-type: none">use modal verbs (<i>will, would, can, could, may, might, shall, should, must and ought</i>) effectively				
<ul style="list-style-type: none">use clauses starting with <i>who, which, where, when, whose or that</i> (e.g. The boy whose jumper was red) instead of using a pronoun				
<ul style="list-style-type: none">use passive and active verbs				
<ul style="list-style-type: none">use expanded noun phrases to write complicated information clearly				

• use brackets, dashes or commas to indicate parenthesis.				
• use commas to make meaning in sentences clear				
• use semi colons, colons or dashes between independent clauses				
• use colons to introduce a list and punctuate bullet points correctly				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				

Writing: Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• I can convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.				
• I understand the rules for adding prefixes and suffixes.				
• I can spell words with silent letters, e.g. <i>knight, psalm, solemn</i> .				
• 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 can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary and thesaurus.				
• I can use a range of spelling strategies.				
• I can write legibly, fluently and with increasing speed.				
• I can choose the handwriting that is best suited for a specific task.				
TOTAL				
NUMBER of targets met at 2 or 3				
Overall Percentage of targets met (in composition and transcription) at 2 or 3				