

Year 6 Writing Assessment Targets

Spelling	Handwriting & Presentation	Composition	Vocab, punctuation & Grammar
I can spell prefixes and suffixes including: ce, tial, ant, ance, ancy,ent, ency, able, ible, fer, tious, cious	I can write legibly, fluently and with increasing speed with an implement that is best suited for the task	I can identify the audience, purpose, structure, and features needed for a text and even use similar writing as examples	I use formal vocabulary and structures in writing and speeches, e.g. use the subjunctive (to demand that, to insist that)
I can spell words with silent letters, e.g. knight, subtle, psalm, solemn	I use a better standard of handwriting for final pieces than note taking	I use reading, research and notes to develop my ideas	I use synonyms and antonyms (big, enormous, small)
I can spell more difficult homophones, e.g. weary, wary		I maintain the same viewpoint	I use passive verbs when appropriate
I can apply my understanding to more difficult words, e.g. use of a hyphen, ei after c		I use a variety of sentence lengths and types for effect, e.g. Complex- fronted adverbials, relative (who, which, when), gerund (ing), using the subordinate clause at different parts of a sentence, compound, simple for suspense.	I use the perfect form of verbs to show time and cause, e.g. I have written it down so we can check what he said.
I can continue to distinguish between homophones and other words which are often confused e.g. there/their, see/sea, sun/son, night/knight, blue/blew etc...		I use what I have read, seen and listened to in my narratives, e.g. when I develop characters and settings	I use expanded noun phrases accurately and appropriately
I can spell most words correctly from the Years 5 and 6 spelling list		I select appropriate grammar and vocabulary to support my meaning	I use modal verbs and adverbs (should, would, could, might)
		In narratives, I can describe settings, characters and atmosphere as well as including dialogue to show action	I can use a range of complex sentences e.g. Complex- fronted adverbials, relative (who, which, when), gerund (ing), using the subordinate clause at different parts of a sentence
		I use a range of devices to support organisation across and within paragraphs, e.g. repetition to words/ phrases, use of pronouns, connectives, referring to earlier parts of the writing.	I use relative clauses, using who/which/where/whose/that or with

		I structure texts clearly, e.g. using headings, subheadings, bullet points, underlining	I use commas accurately to show meaning
		I can assess mine and other peoples writing clearly.	I use hyphens accurately
		I maintain accurate tense throughout my writing	I use brackets, dashes, or commas for parenthesis (marking subordinate clauses)
		I use accurate subject verb agreement including for singular and plural	I use semi-colons, colons or dashes between independent clauses, e.g. in compound sentences
		I understand the appropriate format to apply in my writing, e.g. informal/formal, 1st/3rd person	I use a colon to introduce a list
		I proofread for spelling and punctuation errors	I punctuate bullet points consistently
			I understand the following terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points