

## 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	I can identify the audience, purpose, structure and features needed for a text	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	I can choose which shape of a letter to use and decide when to join letters	I maintain the same viewpoint	I use synonyms and antonyms (big, enormous, small)
I can spell more difficult homophones, e.g. weary, wary	I choose the writing implement that is best suited for the task	I use reading, research and notes to develop my ideas	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 better standard of handwriting for final pieces than note taking	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 use a dictionary to check the spelling and meaning of words		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
I can use the first 3/4 letters of a word to check spelling and meaning in a dictionary		I select appropriate grammar and vocabulary to support my meaning	I use modal verbs and adverbs (should, would, could, might)
I can use a thesaurus		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 can write longer, structured paragraphs, e.g. using topic sentences, closing or leading sentences.	I use relative clauses, using who/which/where/whose/that or with

		I use a range of devices to support organisation <b>across</b> and <b>within</b> paragraphs, e.g. repetition to words/ phrases, use of pronouns, connectives, referring to earlier parts of the writing.	I use commas accurately to show meaning
		I structure texts clearly, e.g. using headings, subheadings, bullet points, underlining	I use hyphens accurately
		I can assess mine and other peoples writing clearly.	I use brackets, dashes or commas for parenthesis (marking subordinate clauses)
		I can suggest changes to vocabulary, grammar and punctuation to improve writing	I use semi-colons, colons or dashes between independent clauses e.g. in compound sentences
		I maintain accurate tense throughout my writing	I use a colon to introduce a list
		I use accurate subject verb agreement including for singular and plural	I punctuate bullet points consistently
		I understand the appropriate format to apply in my writing, e.g. informal/formal, 1st/3rd person	I understand the following terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
		I proofread for spelling and punctuation errors	
		I can perform my writing adding appropriate actions, tone of voice and volume	