

Year Six End Year Expectations

Writing

Transcription and Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>Spelling</p> <ol style="list-style-type: none"> 1. I can spell commonly mis-spelt words, including those from the Y5/6 word list. 2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify). 3. I can form verbs with prefixes. 4. I can use further prefixes and suffixes, understanding the rules for adding them. 5. I can spell some words with silent letters. 6. I can distinguish between homophones and other words which are often confused. 7. I can use knowledge of morphology and etymology to help me spell. 8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. 9. I can use a thesaurus. 10. I understand how words are related by meaning as synonyms and antonyms. <p>Handwriting</p> <ol style="list-style-type: none"> 11. I have legible, fluent, appropriately joined handwriting with increasing speed. 12. I can choose the style of handwriting to use when given a choice. 13. I can choose the handwriting implement that is best suited for a specific task. <p>Grammar and punctuation terminology</p> <p>active, passive subject, object hyphen antonym, synonym colon, semi-colon bullet points ellipsis</p>	<p>Grammar</p> <ol style="list-style-type: none"> 14. I can start sentences in different ways, using openers and other ways. 15. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, or with an implied (ie omitted) relative pronoun. 16. I can use expanded noun phrases to convey complicated information concisely, to interest the reader. 17. I can recognise vocabulary and structures that are appropriate for formal speech and writing eg ‘find out’ / ‘discover’; ‘ask for’ / ‘request’ (and begin to use these). 18. I can use verb phrases with effect eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). 19. I can use passive verbs. <p>Punctuation</p> <ol style="list-style-type: none"> 20. I can use brackets, dashes or commas to indicate parenthesis. 21. I can use commas to mark phrases and clauses or to clarify meaning / avoid ambiguity. 22. I can use a colon to introduce a list. 23. I can use bullet points to list information and punctuate consistently. 24. I can use semi-colons, colons or dashes to mark boundaries between independent clauses. 25. I can use a semi-colon within lists. 26. I can use a hyphen to avoid ambiguity eg I saw a man-eating shark. <p>Use passive voice confidently eg suspense or in science report <input type="checkbox"/> Use range of sentence types for impact and specific effect <input type="checkbox"/> Control sentences, manipulating clauses for specific effects</p>	<p>Planning</p> <ol style="list-style-type: none"> 27. I can write for a specific audience and purpose. 28. I select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering another author’s work. 29. I can plan and develop ideas, using reading / research where necessary. 30. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. <p>Drafting and writing</p> <ol style="list-style-type: none"> 31. I can describe settings, characters and atmosphere (mood) when writing narrative. 32. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. 33. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that’, ‘Firstly’,) and between sentences (‘although’). 34. I can use vocabulary for effect. 35. I can use grammar for effect. 36. I can integrate dialogue for effect. 37. I can summarise a paragraph. 38. I can use appropriate nouns and pronouns within and across sentences for cohesion and avoid repetition, beginning to use ‘noun substitutes’. 39. I can distinguish language of speech (eg colloquial) and writing (Standard English), using formal and informal speech and structures appropriately (eg subjunctive forms [‘If I were...’] and question tags). <p>Editing</p> <ol style="list-style-type: none"> 40. I can assess and edit to improve my writing or another’s, to enhance effects and clarify meaning. 41. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement etc. <p><input type="checkbox"/> Engage by eg personal comments, opening hook, flashback <input type="checkbox"/> Write paragraphs with different structures and lengths <input type="checkbox"/> Advance events in narrative writing using character, dialogue, action</p>