

**YEAR 6 WRITING TARGETS** – ('Tick IN THE BOX' when achieved consistently in School  
P = PUPILS, T = TEACHERS)

**NAME** \_\_\_\_\_

**CLASS** \_\_\_\_\_

**Spelling**

I can add suffixes beginning with vowel letters to words ending in –fer-e.g. referring, preferred, referee, preference.

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I can use prefixes involving the use of a hyphen e.g.co-ordinate, re-enter.

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I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.

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I can use dictionaries to check the spelling and meaning of words.

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I can spell most words correctly including words that are often misspelt.

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I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

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I can use a thesaurus with confidence.

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**Handwriting**

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

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I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

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**Composition**

I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.

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I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.

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I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

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I can use grammar and vocabulary which is suited to the purpose of my writing.

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I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.

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I can draft and write by accurately précising longer passages.

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I can use different techniques to make my writing flow and link paragraphs.

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I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.

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I can give reasoned feedback on mine and others' work to improve it.

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I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.

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I can mark and edit work to have the correct tense throughout.

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I can mark and edit work to have the correct subject and verb agreement.

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I can read work looking for spelling errors and correct them using a dictionary.

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I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

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I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so clear that its meaning is clear.

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### **Vocabulary, Grammar & Punctuation**

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.

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I can understand how words are related by meaning as synonyms and antonyms.

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I can use the passive to affect the presentation of information in a sentence.

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I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.

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I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

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I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.

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I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

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I can use the colon to introduce a list and use semi-colons within lists.

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I can use bullet points to list information.

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I can use hyphens for clarity e.g. man eating shark or man-eating shark.

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I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

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I can use the perfect form of verbs to mark relationships of time and cause.

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I can use expanded noun phrases to explain complicated information simply.

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I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses

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### **STEPS**