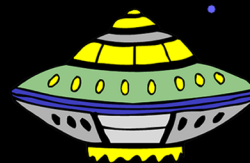


YEAR 6 WRITING TARGET MAP



Y5&6 COMPOSITION

I choose the appropriate form and tone for my writing, based on the audience and the purpose of the writing.

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I plan my writing by making notes and then developing my initial ideas by reading and researching other writers' texts and thoughts.

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I consider how well-known authors have developed characters and settings and use these ideas in my writing.

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I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

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I describe and develop settings, characters and the narrative atmosphere, adding well-chosen detail to interest the reader.

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I can develop characters through action and dialogue.

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I use a range of sentence starters to create specific effects.

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I can use expanded noun phrases to add well thought out detail to writing.

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I can establish a viewpoint as the writer through commenting on characters and events.

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I can summarise a text, conveying key information in writing.

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I use themes and details across my texts to help link paragraphs together into a flow of text.

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I use headings, bullet points and underlining to structure and guide a reader through my writing.

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I evaluate and edit my work by comparing my texts with the work of others'.

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I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.

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I ensure I use the consistent and correct use of tense throughout a piece of writing.

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I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.

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I proof-read my work to correct spelling and punctuation mistakes.

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I read aloud my own work so the meaning is clear, fluent and flows correctly.

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Y5&6 HANDWRITING

When given choices, I can decide whether or not to join specific letters.

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I write legibly, fluently and with increasing speed.

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I use the standard of handwriting appropriate for the task (e.g. quick notes or final presentation).

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Y6 GRAMMAR

I use hyphens to avoid confusing the reader. (e.g. man eating shark is not the same as man-eating shark).

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I can write formal speech or texts using appropriate vocabulary.

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I use passive verbs to affect the focus in a sentence - (e.g. 'Mr Jones taught the lesson' into 'The lesson was taught by Mr Jones'.

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

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I link ideas in my work with a range of devices (e.g. repetition, using adverbials such as "on the other hand", "in contrast", etc.) and use of ellipsis.

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I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.

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I mark out separate clauses in sentences by using a semi-colon or colon.

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I can use a colon when introducing a list.

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I can talk about my work using my Year 6 grammar list.

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Y5&6 SPELLING

I know how to add prefixes and suffixes using the rules we have learnt in class.

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I can spell some words that include silent letters, (e.g. knight, psalm and solemn).

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I know some words sound the same but are spelt differently (homophones) and can explain them (e.g. "Your" and "you're").

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I use word parts that I know to help me spell new words but I also know some words need to be learnt individually.

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I use a dictionary to check how words are spelt and what words mean.

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I use the first three or four letters of a word to find it quickly in a dictionary.

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I use a thesaurus to improve my vocabulary use, using a wider vocabulary in my writing.

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I can spell the commonly mis-spelt words from the Y5/6 word list.

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Y6 EXCEEDING

I can use techniques to engage the reader, (e.g. personal viewpoint, opening hook, flashback).

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I can use different sentence structures and lengths to suit the purpose and audience of my writing.

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I can use a range of sentence types for specific effect on the reader.

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I can control complex sentences, using the clauses to achieve specific effects.

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I can make precise and specific word choices according to the text type and audience.

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I can summarise longer texts precisely, highlighting the key information.

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I can use the passive voice confidently, (e.g. to create suspense, in a scientific, historical or geographical report).

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I can use the subjunctive in formal writing.

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