



Year 6 Writing Learning Targets



Name: _____ Class: _____

Vocabulary, Punctuation and Grammar (VPG)

I must be able to...

1. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

- ☆☆☆☆ 1/ Write **multi-clause sentences** using **relative clauses** with **relative pronouns**: *who, which, where, whose, when, that*.
- ☆☆☆☆ 2/ Use **relative clauses** at the end of sentences.
- ☆☆☆☆ 3/ Write and punctuate **multi-clause sentences** using **-ed** openers.
- ☆☆☆☆ 4/ Write and punctuate **multi-clause sentences** using **-ing** openers.
- ☆☆☆☆ 5/ Write and punctuate **multi-clause sentences** using **simile** openers.
- ☆☆☆☆ 6/ Think of and use **adverbs** effectively in sentences.
- ☆☆☆☆ 7/ Use **expanded noun phrases** and **preposition phrases** to add detail to sentences.
- ☆☆☆☆ 8/ Use **modal verbs** to show degrees of possibility, for example: *might, could, shall, will, must*.
- ☆☆☆☆ 9/ Use **passive** verbs to affect how information is presented.

2. Use a range of devices to build cohesion within and across paragraphs.

- ☆☆☆☆ 1/ Write **multi-clause sentences** using a range of **conjunctions**, for example: *if, while, since, after, before, so, although, until, in case*.
- ☆☆☆☆ 2/ Link ideas across paragraphs in narrative writing using **adverbials** for time, place and manner.
- ☆☆☆☆ 3/ Use **conjunctions** to make links within a paragraph in non-fiction writing, for example: *firstly, then, presently, subsequently*.

3. Use verb tenses consistently and correctly throughout my writing.

- ☆☆☆☆ 1/ Use the correct form of **verb tenses**.

Handwriting (H)

I must be able to...

Maintain legibility in joined handwriting when writing at speed.

- ☆☆☆☆ 1/ Write fluently, in **cursive** script, with speed and control.
- ☆☆☆☆ 2/ Choose whether or not to join specific letters.

4. Use the range of punctuation taught at key stage 2 mostly correctly.

- ☆☆☆☆ 1/ Write **dialogue** using correct **speech punctuation** and a new line for a new speaker.
- ☆☆☆☆ 2/ Use **commas** to separate **clauses** in **multi-clause sentences**.
- ☆☆☆☆ 3/ Indicate **parenthesis** within a sentence using a range of **punctuation (commas, brackets and dashes)**.
- ☆☆☆☆ 4/ Use **apostrophes** for **contraction** and for **possession**.
- ☆☆☆☆ 5/ Use **colons** to introduce a list.
- ☆☆☆☆ 6/ Use **semi-colons** to separate phrases within a list.
- ☆☆☆☆ 7/ Use **hyphens** to join words, creating clarity of meaning.

Spelling (S)

I must be able to...

Spell correctly most words from the year 5 / year 6 spelling list.

- ☆☆☆☆ 1/ Spell words from the Year 5 and 6 spelling list.
- ☆☆☆☆ 2/ Use words from the Year 5 and 6 spelling list correctly in my writing.

Assessment

End of Year 5:

Year 6 Assessment 1:

Year 6 Assessment 2:

Year 6 Assessment 3:

End of Year 6 Assessment:



End of Year 6 Target:



Year 6 Writing Learning Targets



Name: _____ Class: _____

Composition (C) *I must be able to...*

1. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

- ☆☆☆☆ 1/ Identify the **audience** and **purpose** of my writing.
- ☆☆☆☆ 2/ In dialogue, use vocabulary typical of **formal** and **informal** speech, for example: *ask for* – *request*.
- ☆☆☆☆ 3/ Choose an appropriate **text type** and **structure**.
- ☆☆☆☆ 4/ Choose the appropriate **language style** I need.

3. Integrate dialogue in narratives to convey character and advance the action

- ☆☆☆☆ 1/ Combine **action**, **dialogue** and **description** within and across paragraphs.

2. Describe settings, characters and atmosphere in narratives.

- ☆☆☆☆ 1/ Choose appropriate **vocabulary** to create a chosen effect and control my writing.
- ☆☆☆☆ 2/ Introduce and develop **characters** through 'Show not tell'.
- ☆☆☆☆ 3/ Use appropriate **figurative language** (simile, metaphor, personification).

4. Evaluate and edit my writing

- ☆☆☆☆ 1/ Proofread my writing for mistakes in **grammar**, **spelling** and **punctuation**.
- ☆☆☆☆ 2/ Make changes to my writing to improve the meaning of it.

Greater Depth *I can...*

1. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing.

- ☆☆☆☆ 1/ Choose a **language style** and **vocabulary** based on books I have read.

2. Distinguish between the language of speech and writing and choose the appropriate register.

- ☆☆☆☆ 1/ Use features of spoken language to convey **informality** in speech, for example: *contracted verb forms* and *colloquial expression*.
- ☆☆☆☆ 2/ Show **formality** in writing by selecting appropriate **vocabulary** and **grammar**.

3. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

- ☆☆☆☆ 1/ Use **passive voice** to affect the presentation/emphasis of information in a sentence.
- ☆☆☆☆ 2/ Use **question tags** in **informal** writing, for example: *He's your friend, isn't he?*
- ☆☆☆☆ 3/ Use **subjunctive form** in **formal** writing, for example: *If I were to come...* or *Were they to come...*
- ☆☆☆☆ 4/ Use the **perfect form** of **verbs** to mark relationships of time and cause, for example: *I had walked...* *I have walked...* *I will have walked...*

4. Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

- ☆☆☆☆ 1/ Use **semi-colons** to mark the boundary between **related independent clauses**.
- ☆☆☆☆ 2/ Use **colons** to mark the boundary between **related independent clauses**.
- ☆☆☆☆ 3/ Use **ellipsis** to link ideas between **paragraphs**.
- ☆☆☆☆ 4/ Use **comma placements** in **multi-clause sentences** to enhance meaning and avoid **ambiguity**.