

**YEAR 6 WRITING PROGRESSION** Bold statements are absolutely essential as these are included in the assessment framework for end of Key Stage.

The statements reflect target tracker KPI statements and include slightly more detail from the National Curriculum.

Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
6	<p>I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>I can distinguish between homophones which sound the same but have different meanings and other words which are often confused e.g. lose/loose.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>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.</p> <p>I can use a thesaurus with confidence.</p> <p><b>I can spell national curriculum spelling words for year 6.</b></p> <p><b>See spelling appendix for all spelling rules that need to be taught</b></p>	<p><b>I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</b></p> <p>I can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p><b>I can write for a range of purposes and audiences including a short story.</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>I can use grammar and vocabulary which is suited to the purpose of my writing.</p> <p><b>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.</b></p> <p><b>I can select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly</b></p> <p>I can draft and write by accurately précis longer passages.</p> <p>I can use different techniques to make my writing flow and link paragraphs.</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.</p> <p>I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.</p> <p>I can mark and edit work to have the correct tense throughout.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.</p> <p>I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p>	<p><b>I can use semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</b></p> <p>I can use a colon to introduce a list</p> <p>I can use a semi colon with in a list</p> <p>I can use bullet points to list information</p> <p>I can use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> <p><b>I can use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</b></p> <p><b>I can use a wide range of clause structures, sometimes varying their position within a sentence</b></p> <p>I can use different structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p> <p>I use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>I know how words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>	<p><b>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.</b></p> <p><b>I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</b></p>	<p>I can understand and apply the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

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