|  |
| --- |
| **Garden Suburb Junior School**  **Writing**  **Year 6 National Curriculum Programme of Study Statements** |
|
| **Composition** |
| I can plan my writing by identifying the audience and purpose |
| I can plan my writing by making notes, developing initial ideas and drawing on reading and research |
| I can choose vocabulary and grammar, understanding how it can change and enhance meaning |
| In narrative, I can describe settings, characters and atmosphere integrating dialogue to advance the action |
| I can précis longer passages when drafting |
| I can use a range of devices to build cohesion within and across paragraphs |
| I can use a variety of presentational devices to structure texts and guide the reader e.g. bullet points |
| I can assess the effectiveness of my own and others’ writing |
| I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |
| I can use the correct tense consistently |
| I can use both passive and active voice in my writing |
| I ensure the subject and verb agree when using singular and plural (is/are, was/were) |
| I can use the appropriate register in my writing to distinguish between speech and formal tone |
| I can proof read for spelling and punctuation errors |
| I can perform my compositions using intonation, volume and movement |
| **Vocabulary, Grammar and Punctuation** |
| I can use correct vocabulary for formal writing including **subjunctive** forms e.g. If I were king… |
| I can use and identify passive verbs to affect the presentation of information in a sentence  e.g. I broke the window/ the window was broken |
| I can use and identify the perfect form of verbs to mark relationships of time and cause e.g. he **has** gone to lunch / he went to lunch |
| I can use expanded noun phrases to convey complicated information concisely |
| I can use and identify modal verbs ( will, must, should) or adverbs (perhaps or surely) to indicate degrees of possibility |
| I can use and identify relative clauses beginning with - who, which, where, when, whose |
| I can use commas to clarify meaning or avoid ambiguity |
| I can use hyphensto avoid ambiguity e.g. man-eating shark/ man eating shark |
| I can use brackets, dashes or commas to indicate parenthesis |
| I can use semi-colons, colons or dashes to mark boundaries between clauses |
| I can use colons to introduce a list and semi-colons within a list |
| I can punctuate bullet points consistently |
| I can identify the subject and object in a sentence |
| I can use devices to build cohesion within a paragraph e.g. after that, firstly |
| I can link ideas across paragraphs using a wide range of cohesive devices e.g. repetition of a word or phrase, adverbials and ellipsis |
| **Transcription/Spelling** |
| I can use prefixes and suffixes and know why to add them |
| I can spell words with silent letters e.g. knight |
| I can spell homophones and words which are often confused |
| I know how words are related by meanings as synonyms and antonyms |
| I can use a dictionary to check the meaning and spelling of words |
| I can use the first three letters of a word to check its meaning in a dictionary |
| I can use a thesaurus |
| **Handwriting** |
| I can write legibly and fluently with increasing speed |
| I can decide which letters to join and when not to join specific letters |
| I can choose the writing implement best suited for a task |