

<b>Writing: Year 6 National Curriculum Programme of Study Statements</b>
<b>Composition</b>
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
<b>Vocabulary, Grammar and Punctuation</b>
I can use correct vocabulary for formal writing including <b>subjunctive</b> 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 <b>has</b> 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 hyphens to 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
<b>Transcription/Spelling</b>
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
<b>Handwriting</b>
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