

SPOKEN WORD	YEAR 6: WRITING		
Participation & presentation	Spelling & handwriting	Composition	Vocabulary, grammar and presentation
I can initiate and lead discussions	I can spell all of the Year 5&6 word list	I can use further organisational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	I can use passive verbs to affect the presentation of information in a sentence
I can respond to counter-arguments	I can spell some words with 'silent' letters	In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more points, the use of examples and connectives to guide the reader	I can recognise vocabulary and structures that are appropriate for formal speech and writing
I can help to progress or manage discussions	I can use a thesaurus	I can make links between paragraphs in non-fiction writing	I can use semi-colons, colons or dashes to mark boundaries between independent clauses
I can use standard English confidently	I can spell words with the endings ible and -able	In narrative, I can use references to the start of the story to signal a change at the end of the story	I can proof-read for spelling and punctuation errors
I can prepare and present a particular speaking task competently for a large audience including poems and plays	I can spell words with the endings ance and -ence	My writing is well paced	I can punctuate bullet points consistently
	I can spell words with the endings cial and -tial	I can draw on what I have read in my initial research and background knowledge to develop ideas	I can make assertive use of the characteristic language of the chosen text type
	I can choose the writing implement that is best suited for a task	I can develop characters and setting by considering how other writers have done this	I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words
	I can choose which shape of a letter to use when given choices and make a decision about whether or not to join specific letters	I can assess the effectiveness of my own and others work and suggest improvements	I can identify the audience for my writing and show a secure grasp of the chosen genre
		I can recognise how changing the word choice can change the meaning of the writing	I can use brackets, dashes or commas to indicate parenthesis
			I can use the setting and weather as a 'sympathetic background' to the characters situations

			I can change vocabulary, grammar and punctuation to enhance effect and clarify meaning
			I can use the perfect form of verbs