**My Writing Targets**

**Year 6**

|  |  |  |  |  |  |  |
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| **Focus** | **Target** | | **Date Achieved** | | | |
| **Genre** | Can I write for a range of purposes and audiences? (e.g. narrative, recount, explanation, report) | |  |  |  |  |
| **Transcription**  **Spelling Prefixes and suffixes** | 1 | Can I spell some words with ‘silent’ letters? (for example, knight, psalm, solemn) |  |  |  |  |
| 2 | Can I use a thesaurus? |  |  |  |  |
| 3 | Can I use a dictionary? |  |  |  |  |
| **Handwriting** | 4 | Can I maintain legibility, fluency and speed for **joined** **handwriting?** |  |  |  |  |
| **Composition** | **Plan:** | | | | | |
| 5 | Can I identify the audience for and purpose of the writing? |  |  |  |  |
| 6 | Can I plan and develop initial ideas? |  |  |  |  |
| **Draft and write:** | | | | | |
| 7 | Can I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning? |  |  |  |  |
| 8 | Can I describe settings, characters and atmosphere and integrate dialogue? |  |  |  |  |
| **Evaluate and edit:** | | | | | |
| 9 | Can I change vocabulary, grammar and punctuation to enhance effects and clarify meaning? |  |  |  |  |
| 10 | Can I use the correct tense throughout a piece of writing? |  |  |  |  |
| 11 | Can I ensure correct subject and verb agreement (for example when using singular and plural)? |  |  |  |  |
| **Focus** | **Target** | | **1** | **2** | **3** | **4** |
| **Word** | 12 | Can I use vocabulary that are appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)? |  |  |  |  |
| 13 | Can I use **prefixes** (for example, dis–, de–, mis–, over– and re–)? |  |  |  |  |
| 14 | Can I spell **Year 5 and 6** words? |  |  |  |  |
| **Sentence** | 15 | Can I use **passive verbs** to affect the presentation of information in a sentence? (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) |  |  |  |  |
| 16 | Can I use **relative clauses** - who, which, when, where, whose, that? - (e.g Mario, *who wasn’t listening*, stared out of the window) |  |  |  |  |
| 17 | Can I indicate degrees of possibility using **adverbs?** (*perhaps, surely, quickly, excitedly*) |  |  |  |  |
| 18 | Can I indicate degrees of possibility using **modal verbs?** (e.g. *would, could, might, should, will)* |  |  |  |  |
| 19 | Can I use expanded noun phrases to convey complicated information concisely? |  |  |  |  |
| **Text** | 20 | Can I link ideas across paragraphs using **cohesive** devices: **repetition** of a word or phrase, grammatical connections (for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence)? |  |  |  |  |
| 21 | Can I use the correct layout appropriate to the genre? (for example, headings, sub-headings, columns, bullets, or tables, to structure text) |  |  |  |  |
| **Punctuation** | 22 | Can I use a range of punctuation? (semi-colons; dashes; colons; hyphens; ellipsis, bullet points) |  |  |  |  |
| **Terminology** | Cohesion, adverbials, subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points  + Year 3, 4 and 5 terminology | | | | | |

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| **Working at greater depth within the expected standard** | | | | | |
|  |  | 1 | 2 | 3 | 4 |
| Can I control levels of **formality** and  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? (e.g. literary language, characterisation, structure) | 23 |  |  |  |  |
| Can I choose the appropriate register? | 24 |  |  |  |  |
| Can I use grammar, punctuation and vocabulary to control levels of formality? | 25 |  |  |  |  |