



Year 6 National Standards

6c, 6b, 6a

WRITING

I can use the first three or four letters of a word to check spelling in a dictionary.

I can use knowledge of morphology and etymology and understand that the spelling of some words need to be learnt specifically.

I can use a thesaurus.

I can spell words with the endings -ance and -ence.

I can spell words with the endings -cial and -tial.

I can spell words with the endings -ible and -able.

I can spell words with 'silent' letters, e.g. knight, psalm, solemn

I can use and understand further prefixes and suffixes.

I understand how hyphens can be used to avoid ambiguity e.g. *man eating shark versus man-eating shark*; or *recover versus re-cover*.

I understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out-discover; ask for - request.

I can use semi-colons, colons or dashes to mark boundaries between independent clauses.

I can use passive verbs to affect the presentation of information in a sentence.

I can use a colon to introduce a list.

I can use brackets, dashes or commas to indicate parenthesis

I can use modal verbs and adverbs to indicate degrees of possibility.
E.g. You should help your little brother. Is it going to rain? Yes, it might.

I can use relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. E.g.
That's the boy who lives near school. [who refers back to boy]
The prize that I won was a book. [that refers back to prize]

According to audience, purpose and context, my writing demonstrates appropriate use of expanded noun phrases to express complicated information concisely.

I can use the perfect form of verbs to mark relationships of time and cause, e.g.
She has downloaded some songs. [present perfect]
I had eaten lunch when you came. [past perfect]

I understand how words are related by meaning as synonyms and antonyms

In writing narrative, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I can note initial ideas, drawing on reading and research when necessary.

I can use similar writing as a model for my own composition.

I can select the appropriate form for my writing.
Use the features of the given genre for Years 5 and 6.

I can identify the audience for and purpose for my writing.

I can include dialogue **specifically** to show a character's personality or advance the action.
(Show rather than just tell the reader! Give the reader clues to their personality by what they say and how they say it!)

In narrative, I can describe settings, character and atmosphere.
The setting can be used as a 'sympathetic background' to the characters' situations, e.g. a thunderstorm for the dangerous parts with the sun coming out when all is well.

I understand how grammar and vocabulary choices can change and enhance meaning of what I write.

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

The structure and organisation of my writing is informed by its audience, purpose and context, through the appropriate use of paragraphs to develop and expand some ideas, descriptions, themes or events in depth.

I can use a wide range of devices to build cohesion within and across paragraphs
E.g. Linking ideas within and across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly) or tense choices (e.g. he had seen her).

I can use further organisational and presentational devices to structure text and to guide the reader, e.g. headings, statements, underlining, columns, bullets or tables
Use the features of the given genre for Years 5 and 6.

I can précis longer passages of writing

I perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

I can proof-read what I have written to check for errors in spelling, grammar (including

I can ensure the correct subject and verb agreement when using singular and plural

I can ensure the consistent and correct use of tense throughout the writing

I can propose changes to grammar and vocabulary to enhance effects and clarify meaning.

I can assess the effectiveness of my own and others' writing.

Spelling

Grammar

Grammar

Composition (Plan my ideas)

Composition (Draft and Write)

Composition (Draft and Write)

Composition (Evaluate and edit)