

Year 6 Writing Planning & Assessment **Met** Criteria

	Autumn 6.1	Spring 6.2	Summer 6.3
Composition Grammar & Punctuation Criteria	<p>Expanded Noun phrases (with prepositions)</p> <p>: ; within a list</p> <p>Range of sentence starters to create effects</p> <p>Describe characters, integrating dialogue to convey character and advance action.</p> <p>Passive and Active Voice</p>	<p>Use of further organisational and presentational devices to structure text and to guide the reader.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses (replace a conjunction)</p> <p>Describe settings and atmosphere.</p> <p>Consistent and correct use of tense.</p>	<p>Use of Formal Voice</p> <p>Use of Informal Voice</p> <p>Manipulate punctuation to effect meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs (including subject, time, place or event)</p>
Text Types:	Story, biography, poetry and newspaper reports	Story, explanation texts, and persuasive writing	Story, argument and discussion texts, poetry and instructions
Toolkits:	<p>Opening/Ending Toolkit</p> <p>Character Description Toolkit</p>	<p>Action and Dialogue Toolkit</p> <p>Setting Description Toolkit</p>	Suspense Toolkit
Explanation of desired outcomes	<p>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narratives, using passive verbs to affect how information is presented, using modal verbs to suggest degree of possibility.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use a colon to introduce a list.</p> <p>I can use a semicolon between items in a list.</p> <p>I can use a range of sentence starters to create special effects.</p> <p>I consider how authors have developed characters in what I have read and listened to.</p>	<p>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narratives, using passive verbs to affect how information is presented, using modal verbs to suggest degree of possibility.</p> <p>I can use a variety of organisational and presentational devices correct to the text type (for example, headings, sub-headings, bullet points).</p> <p>I can punctuate bullet points consistently.</p> <p>I can use commas to mark phrases and clauses – to clarify meaning.</p>	<p>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narratives, using passive verbs to affect how information is presented, using modal verbs to suggest degree of possibility.</p> <p>I can use a formal voice in my writing.</p> <p>I can use an informal voice in my writing.</p> <p>I can confidently vary sentence structure depending on whether I am writing in a formal or informal voice.</p> <p>I can use the full range of punctuation to effect meaning . , - ‘ “speech” ();;</p>

	<p>I can use active and passive voice in my writing.</p> <p>I know a sentence is written in active voice when the subject of the sentence is performing the action.</p> <p>I know that a sentence is written in passive voice when the subject of the sentence has something done to it by someone or something.</p> <p>I can use the opening/ending toolkit in my writing.</p> <p>I can use the character toolkit in my writing.</p> <p>I can describe characters and integrate dialogue to convey character and advance the action.</p> <p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader).</p> <p>I can note and develop my initial ideas, drawing on reading and research where necessary.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can proofread spelling and punctuation errors.</p>	<p>I can use a semicolon to mark boundaries between independent clauses (replace a conjunction).</p> <p>I can use a colon to mark boundaries between independent clauses (replace a conjunction).</p> <p>I can describe setting and characters in narratives.</p> <p>I ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I can use the action toolkit in my writing.</p> <p>I can use the dialogue toolkit in my writing.</p> <p>I can use the setting description toolkit in my writing.</p> <p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader).</p> <p>I can note and develop my initial ideas, drawing on reading and research where necessary.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can proofread spelling and punctuation errors.</p>	<p>I can write confidently with cohesion between paragraphs – which clearly signal a change in subject, time, place or event- using conjunctions, adverbials of time and place, pronouns and synonyms.</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can use the suspense toolkit in my writing.</p> <p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader).</p> <p>I can note and develop my initial ideas, drawing on reading and research where necessary.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can proofread spelling and punctuation errors.</p>
Spelling Rules - see English Appendix 1	Can use a thesaurus to find more interesting words.	Can use any dictionary or thesaurus.	Can use any dictionary or thesaurus.

for rules and guidance	Spell a range of words with silent letters (for example, doubt, island, lamb, solemn, thistle, knight).	Homophones and other words that are often confused – (for example, words ending in ce/se (for example, advice/advise, device/devise, licence/license, practise/practice, prophecy/prophecy) More examples: aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught)	
Spelling Words:	Accommodate, accompany, aggressive, apparent, appreciate, awkward, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (15)	Desperate, determined, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, explanation, frequently, government, guarantee, hindrance, immediate(ly), individual, marvellous, mischievous. (15)	Necessary, neighbour, nuisance, opportunity, parliament, prejudice, privilege, profession, programme, pronunciation, recognise, recommend, restaurant, sacrifice, secretary, shoulder, signature, sincerely, sufficient, temperature, thorough (15)
Handwriting:	Met: Can use diagonal and horizontal strokes needed to join letters. Can understand which letters should be left unjoined. Handwriting is legible and consistent, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. (16) I can choose the style of handwriting to use when given a choice. I can choose the handwriting that is best suited for a specific task.		

If pupils have achieved the criteria for that term they are considered a **‘Met’** pupil, they have achieved the National Standard for that term.

Non-negotiables Year 6:

- Forms all letters correctly and uses diagonal and horizontal strokes to join letters.
- Use capital letters and full stops to demarcate sentences accurately.
- Uses all punctuation taught including, ? ! commas in a list, semicolons, colons or dashes to mark boundaries between independent clauses, commas for clarity, brackets, dashes and commas for parenthesis, colon/semicolon in a list.

- Uses apostrophe for possession, plural possession and in contractions.
- Use a variety of verb tenses consistently.
- Uses a variety of sentence structures.
- Spells KS1 and most of KS2 common exception words and applies spelling rules.
- Writes a coherent story using 5 paragraphs and coherent non-fiction text organised into paragraphs using headings/sub-headings.
- Punctuates all direct speech correctly and uses new line correctly for a new speaker.
- Starts sentences with variety of fronted adverbials followed by a comma.
- Uses pronoun/noun to avoid repetition.
- Uses relative clauses (beginning with who, which, where, when, whose, that).
- Uses developed noun phrases extended by a preposition.