

Year 6 Writing Standards 2018-2019

Working Towards the Expected Standard <i>I can write for a range of purposes</i>						
I can use paragraphs to organise ideas.						
I can describe characters and settings.						
I can use simple devices to structure my writing and support the reader. (e.g. headings, sub-headings, bullet points)						
I can use mostly correctly...	Capital letters and full stops					
	Question marks					
	Commas for lists					
	Apostrophes for contraction					
I can spell <i>most</i> words correctly (Year 3 & 4)						
I can spell <i>some</i> words correctly (Year 5 & 6)						
My handwriting is legible.						

Working at the Expected Standard <i>I can write effectively for a range of purposes and audiences, selecting appropriate words.</i>						
I can use the correct tense consistently throughout.						
I can describe settings, characters and atmosphere in narratives.						
I can use dialogue to convey character and advance action.						
I can select vocabulary and grammatical structures that match the level of formality mostly accurately. (e.g. contracted forms in dialogue, using passive verbs, using mode verbs)						
I can use a range of devices for cohesion ...	Conjunctions					
	Adverbials of time and place					
	Pronouns					
	Synonyms					
I can use verb tenses consistently and correctly through my writing.						
I can use the range of punctuations taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation used to indicate speech)						
I can spell <i>most</i> words correctly (Year 5 & 6)						
I can use a dictionary to check the spelling of tricky or adventurous words.						
I can use legible and joined handwriting.						

Working at Greater Depth <i>I can write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently from what I have read as models for writing.</i>						
I can distinguish between the language of speech and writing and choose the appropriate register.						
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
I can use the range of punctuation taught at Key Stage 2 correctly (E.g. semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning.						