



Year 6 Writing Grid

Ongoing – Yellow
 Autumn – Orange
 Spring – Pink
 Summer - Consolidation

Name: _____

Working Towards

write for a range of purposes									
use paragraphs to organise ideas									
in narratives, describe settings and characters									
in non-narrative writing, use simple devices to structure the writing and support the reader (eg: headings, sub-headings, bullet points)									
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly accurately									
spell correctly most words from the year 3/year 4 spelling list and some words from the year 5/year 6 list									
write legibly									

Composition and effect

I can	write effectively for a clear purpose and audience								
	develop character, setting and atmosphere through purposefully chosen vocabulary								
	write with appropriate levels of formality in both fiction and non-fiction								

Punctuation

I can use the following punctuation correctly	commas for clarity								
	inverted commas								
	colons in lists								
	hyphens								
	bullet points								
	semi-colons to demarcate sentences								
	colons to demarcate sentences								
	a range of punctuation for parenthesis: commas, dashes, brackets								

Structure

I can use	the following cohesive devices within and across paragraphs	synonyms to avoid repetition							
		carefully chosen conjunctions							
		create links between the beginning and end of my text for effect and purpose							
		adverbials including those of time and place							
		subordinating clauses in different places in a sentence							
	perfect form of verbs								
	direct speech								
	reported speech								
	use verb tenses consistently and correctly throughout my writing selecting when to change								
	relative clauses								
	use a consistent cursive handwriting style*								

Vocabulary

	pronouns								
	possessive pronouns								
	adverbs								
	synonyms and antonyms								
	passive voice in sentences								
	prepositional phrases								
	expanded noun phrases								

*If all other skills are evidenced then handwriting will not stop a child reaching Age Related Expectation however it is required to achieve Greater Depth.



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	modal verbs						
	select language that shows good awareness of the reader						
	contracted forms in dialogues in narratives						
I can spell correctly	suffixes: ate – ise – ify - & en to make nouns and adjectives to verbs						
	prefixes: dis – de – mis – over - re						
	hyphenated compound words						

Greater Depth

I can	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)						
	distinguish between the language of speech and writing ³ and choose the appropriate register						
	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
	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 and avoid ambiguity. [^]						

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