

Year 6
WRITING TARGET
GRIDS

When I am drafting my ideas, I choose exciting vocabulary, think about my grammar and sentence structures.

I can note down my ideas and develop them. Using research and further reading.

I can select the appropriate form for my writing using examples to help me.

I can identify both the audience and purpose of my writing.

I can use active and passive verbs.

I can use a range of verb forms:
I went, I am going, I had gone, I was going

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

I can show degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g., might, should, will, must).

I use relative clauses beginning with who, which, where, when, whose, & that.

I can use expanded noun phrases to convey complicated information concisely.

I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, statements, columns, bullet points)

I am secure at précis longer passages of text.

In narratives I can integrate dialogue with plot to develop my character and plot.

In narratives I can describe settings in detail, create exciting characters and develop atmosphere.

I can select appropriate grammar and vocabulary in my writing.

Words I need to know:

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity, colon, semi colon, style—formal, informal

I proof read my work for spelling and punctuation errors, using a dictionary and thesaurus as required.

I check that subject and verb agreement is correct when using singular and plural.

I ensure the consistent and correct use of tense in my writing.

I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

I can assess the effectiveness my work and that of others

My handwriting is clear, neat and consistent in all work.

Handwriting

I can use colons and semi-colons appropriately.
I understand and can use hyphens.

I can use commas to clarify meaning and make my sentences clear to the reader,

I can use brackets, dashes or commas to indicate parenthesis.

I can choose whether to write formally or informally depending on the purpose.

I can talk about my whole piece of writing using correct grammatical terminology in discussion with peers and adults.

I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

I can use devices to build cohesion within a paragraph, including using adverbials and repetition for effect.

Planning

Writing Sentences

Writing

Editing my work

Punctuation

Whole Text