**Year 6 Writing Targets**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Date** | | |  |  | |  | |  | |  | |  | |
| **Genre** I can write for a range of purposes and audiences (e.g. narrative, recount, explanation, report) | | | **#** |  | |  | |  | |  | |  | |
| **Working towards the expected standard** | | | | | | | | | | | | | |
| In narratives, describe settings and character | | | 1 |  |  |  |  |  |  |  |  |  |  |
| In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | | | 2 |  |  |  |  |  |  |  |  |  |  |
| I can use | paragraphs | | 3 |  |  |  |  |  |  |  |  |  |  |
| capital letters; full stops | | 4 |
| apostrophes for contractions | | 5 |
| question marks | | 6 |
| commas for lists | | 7 |
| I can spell **Year 3 and 4** words | | | 8 |  |  |  |  |  |  |  |  |  |  |
| **Working at the expected standard** | | | | | | | | | | | | | |
| I can | write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary) | | 9 |  |  |  |  |  |  |  |  |  |  |
| I can | integrate **dialogue in narratives** to convey character and advance action | | 10 |  |  |  |  |  |  |  |  |  |  |
| I can | use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | | 11 |  |  |  |  |  |  |  |  |  |  |
| I can select vocabulary and grammatical structures that reflect the level of **formality**. | | **passive verbs** | 12 |  |  |  |  |  |  |  |  |  |  |
| **modal verbs** | 13 |
| I can use verb tenses consistently | | | 14 |  |  |  |  |  |  |  |  |  |  |
| I can use | inverted commas “ ” | | 15 |  |  |  |  |  |  |  |  |  |  |
| punctuation for parenthesis | | 16 |  |  |  |  |  |  |  |  |  |  |
| I can spell **Year 5 and 6** words | | | 17 |  |  |  |  |  |  |  |  |  |  |
| I can maintain legibility, fluency and speed for **joined** **handwriting** | | | 18 |  |  |  |  |  |  |  |  |  |  |
| I can use a range of punctuation (semi-colons; dashes; colons; hyphens) | | | 19 |  |  |  |  |  |  |  |  |  |  |
| **Working at greater depth within the expected standard** | | | | | | | | | | | | | |
| I can control levels of **formality** and  write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure) | | | 20 |  |  |  |  |  |  |  |  |  |  |
| I can choose the appropriate register | | | 21 |  |  |  |  |  |  |  |  |  |  |
| I can use grammar, punctuation and vocabulary to control levels of formality | | | 22 |  |  |  |  |  |  |  |  |  |  |
| I can use a range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) | | | 23 |  |  |  |  |  |  |  |  |  |  |