**Year 6 Writing Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** andwrite 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 |  |  |  |  |  |  |  |  |  |  |