

For Skills to be awarded they should be completely embedded and demonstrated in a range of contexts and learning experiences.



Year 6 Writing Checklist

Name: _____

Class: _____

| Autumn Skills | Achieved | Spring Skills | Achieved | Summer Skills | Achieved |
|--|----------|--|----------|--|----------|
| Composition | | Composition | | Composition | |
| I can plan multiple paragraphs before writing using notes and jottings | | I can write in a manner that is thoughtful and considered (giving explanations, opinions, justifications and deductions) | | I can use stylistic devices such as alliteration, onomatopoeia, personification, similes, metaphor and pathetic fallacy to add effect to narrative writing | |
| I can evaluate the effectiveness of a piece of writing, incorporating elements that I like into my own | | I can organise ideas appropriately for both purpose and reader across a range of styles and forms (headings, paragraphs, parenthesis, introduction, footnote, contextual background information) | | I can interweave implicit and explicit links between sections of my writing | |
| Vocabulary, grammar and punctuation | | I can confidently and appropriately control pace in my writing | | I can create mood and atmosphere across an extended piece of writing | |
| I can always use capital letters, full stops, question marks and exclamation marks accurately | | Vocabulary, grammar and punctuation | | Vocabulary, grammar and punctuation | |
| I can write extended sentences using a wide range of coordinating and subordinating conjunctions, including those to form relative clauses (who, which, when etc.) | | I can use the perfect form of verbs to mark relationships of time and cause | | I can use devices to build cohesion within and across paragraphs | |
| I can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) | | I can use commas to separate the clauses in a multi-clause sentence (main clause, subordinate clause / subordinate clause, main clause) | | I can use passive verbs to affect the presentation of information in a sentence | |
| I always write sentences with accurate subject-verb agreement | | I can use commas to separate the clauses in a sentence with an embedded clause | | I can use imaginative and evocative vocabulary, expanded noun phrases, idiom, simile and metaphor precisely for detail and emphasis | |
| I can use brackets, dashes or commas to indicate parenthesis | | I can use hyphens to avoid ambiguity when connecting two or more words to make a compound noun or adjective | | I can use semi-colon, colons or dashes to mark boundaries between independent clauses | |
| I can use apostrophes for omission and possession, including in regular and irregular plurals | | I can write direct speech, with punctuation that is usually appropriate and accurate | | Transcription and Spelling | |
| I can maintain an appropriate tense and person throughout my writing, using pronouns to avoid repetition and the correct forms of determiners (e.g. this and these, an and a, etc.) | | Transcription and Spelling | | I can use year-appropriate prefixes and suffixes accurately | |
| I can use commas to signify items in a list and after fronted adverbials | | I can use my knowledge of other similar or related words to attempt to spell unknown polysyllabic words | | I can demonstrate in my writing an understanding of year-appropriate spelling rules | |
| I can use colons to introduce a list | | | | I can vary my handwriting style for different purposes and effects (e.g. note-taking, formal writing, unjoined for labels etc.) | |
| Transcription and Spelling | | | | I can spell common and year-appropriate exception words correctly, including those with silent letters and distinguish between common homophones, using them correctly in my writing | |
| I can use accurate and consistent handwriting that is joined, controlled and fluent | | | | | |
| I can use a dictionary and a thesaurus appropriately and accurately | | | | | |