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| **Year 6 Writing Key Skills Overview** | |
| Composition | * I can write for a range of purposes and audiences. * I can use paragraphs to organise my ideas. * I can describe a range of settings and characters. * I can use conjunctions to link ideas together. * I can show how a character is feeling by using dialogue. * I can create atmosphere and integrate dialogue. * I can use cohesive devises within and across paragraphs. * I can edit my work to make it better. * I can edit my work and amend spelling and punctuation errors. |
| Grammar & Vocabulary | * I can use the correct verb form accurately. * I can use coordinating and subordinating conjunctions. * I can use passive and modal verbs. * I can use a wide range of clause structures and vary their position with in a sentence. * I can use adverbs, prepositional phrases and noun phrases to add detail. |
| Punctuation | * I can use capital letters and full stops correctly. * I can use question marks and exclamation marks correctly. * I can use commas in a list. * I can use commas to separate clauses. * I can punctuate speech correctly. * I can use apostrophes in contractions such as don’t etc. * I can indicate possession by using the possessive apostrophe * I can begin to use semi-colons * I can use inverted commas for speech * I can use a comma after an adverbial opener * I can use semi-colons to separate clauses and to separate items in a list. * I can use colons to separate clauses and to introduce a list. * I can use parenthesis (dashes, commas, brackets) to provide additional information. * I can use hyphens. * I can use commas for clarity. |
| Handwriting | * I can maintain legibility, fluency and speed in handwriting and choose whether or not to join specific letters. |
| Spelling | * I can spell high frequency words correctly (the 100 most common words e.g. the, when, there etc.). * I can spell most words correctly from the Year 3, 4, 5 & 6 spelling list * I can spell words from my weekly spelling tests correctly when using them in my written work. |
| Vocabulary | * I can select appropriate vocabulary and style that reflect the level of formality needed. * I can use a range of synonyms e.g. yelled, shouted, moaned instead of said * I am beginning to use more adventurous vocabulary. * I can choose words considering their impact on the reader. * I can create my own similes e.g. as slow as a lazy snail. * I can create alliteration e.g. super Sammy sipped her soup. * I can create personification. * I can create metaphors. |