|  |
| --- |
| **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.
 |