

Writing, steps 28 to 32 Spelling and Grammar steps 31 to 33

<p><u>Transcription</u> <u>Handwriting</u></p>	<p>I can write legibly, fluently and with increasing speed</p>	<p>I can choose which shape of a letter to use when given choices</p>	<p>I can decide whether or not to join specific letters</p>	<p>I can choose the writing implement that is best suited for a task.</p>			
<p><u>Composition</u></p>	<p><u>I can identify the audience for and purpose of the writing</u></p>	<p><u>I can use other similar writing to help me to select the appropriate structure</u></p>	<p>I can use other similar writing as models for my own writing</p>	<p>I can note and develop my initial ideas, and use reading and research where necessary</p>	<p>When writing narratives, I can consider how authors have developed characters and settings</p>	<p>I can make changes to Vocabulary, Grammar & Punctuation to enhance my writing and make meanings clear</p>	<p>I can choose appropriate grammar and vocabulary.</p>
	<p>I understand how choices can change and enhance meaning <u>I can make sure the tense is correct throughout a piece of writing</u></p>	<p><u>I can describe settings, characters and atmosphere</u></p>	<p>I can use speech to explain more about the character and move the story on</p>	<p>I can summarise longer pieces of text</p>	<p>I can use a wide range of techniques to link within and across paragraphs</p>	<p><u>I can use further organisational and presentational techniques to structure text and to help the reader for example, headings, statements, underlining.</u></p>	<p>I can assess the effectiveness of my own and other people's writing</p>
	<p>I can make sure that subjects and verbs agree when using singular and plural</p>	<p>I can tell the difference between the language of speech and writing and make sure I have chosen the right type of language for the text I am writing</p>		<p><u>I can proof-read for spelling and punctuation mistakes</u></p>			
<p><u>Spelling steps 31-33</u></p>	<p>I can use Year 6 prefixes and suffixes and understand how to add them.</p>	<p>I can spell some words with 'silent' letters.</p>	<p>I can distinguish between homophones and other words which are often confused</p>	<p>I can spell and understand the meaning of all the words on the Year 6 list</p>	<p><u>I can use a dictionary to check the spelling and meaning of words.</u></p>	<p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>I can use a thesaurus.</p>
<p><u>Vocabulary, Grammar and Punctuation steps 31-33</u></p>	<p>Word <u>I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</u></p>	<p>I can recognise synonyms and antonyms</p>	<p>Sentence <u>I can use the passive voice to affect the presentation of information in a sentence</u></p>	<p>I know the difference between structures typical of informal speech and structures appropriate for formal speech</p>	<p>I can use the subjunctive form in formal writing and speech</p>	<p>Text I can link ideas across paragraphs using repetition of a word or phrase, grammatical connections and ellipsis.</p>	<p><u>I can use appropriate layout, such as headings, sub-headings, columns, bullets, or tables, to structure text.</u></p>
	<p>Punctuation I can use the semi-colon, colon and dash to mark the boundary between independent clauses</p>	<p><u>I can use a colon to introduce a list.</u> <u>I can punctuate statements to list information.</u></p>	<p>I can use hyphens to avoid ambiguity (eg, man eating shark versus man-eating shark, or recover versus re-cover)</p>			<p>Terminology for pupils I can understand Year 6 grammatical terminology e.g. subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points and use it accurately and appropriately when discussing my writing and reading</p>	

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