



Wood End Primary School Year 6 Writing Targets

	Experience	Achieved	Fluency
Spelling			
1) I can use knowledge of root words, prefixes and suffixes in spelling and understand the spelling of some words needs to learn specifically.			
2) I can understand and add the suffix -fer			
3) I can spell most words from the Year 5 and 6 spelling list correctly (EXS)			
4) I can distinguish between words which sound the same but have different meanings (homophones and near homophones) and other words which are often confused, e.g. Lose/loose			
5) I can spell a range of hyphenated words			
6) I can use a range of spelling rules at Year 6			
7) I can use dictionaries/spell checkers to check the spelling and meaning of words.			
8) I can use a thesaurus with confidence.			
9) I can write accurately sentences from memory dictated by the teacher, which include words and punctuation taught so far.			
Handwriting			
10) I can write legibly in joined handwriting when writing at speed. (EXS)			
11) I can choose the writing implement that is best suited for a task.			
Composition			
12) I can plan my writing by identifying the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as a model.			
13) I can make notes and ideas, drawing on my reading and research where necessary.			
14) I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) (EXS)			
15) I can describe settings, characters and atmosphere in my narrative writing. (EXS)			
16) I can integrate dialogue to convey character and advance the action. (EXS)			
17) I can use reported speech in my writing e.g. he told me that			
18) I can precis longer passages.			
19) I can use a range of devices to build cohesion (e.g. pronouns and nouns, conjunctions, adverbials, synonyms, antonyms, lexical cohesion and ellipses) within and across paragraphs (EXS)			
20) I can write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader (technical vocabulary, formal adverbials e.g. moreover, furthermore, nevertheless, idiomatic phrases (EXS)			
21) I can write effectively for a range of purposes and audiences selecting grammatical features that shows a good awareness of the reader. (expanded form, active and passive voice, single and multi-clause sentence lengths for effect, subjunctive forms, question tags, ellipsis) (EXS)			
22) I can use show not tell sentences to create mood.			
23) I can use similes, metaphors and personification to create atmosphere			
24) I can distinguish between language of speech and writing and choose the appropriate way.			
25) I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.			
26) I can evaluate and assess the effectiveness of my writing			

