

Year 6 Writing Checklist

Non negotiable previous year objectives

--- No evidence in this text --- Not looking for evidence in this text type

Overall: Evidence in text **Some** evidence **Most** evidence \checkmark **Secure** evidence

| | <u>'</u> | | | | | | | ·_·-· | |
|--|---|-------------|-----------|-----|-----|----------|-----|-------|-----|
| | Working towards the | e expecte | ed standa | rd | г | r . | г | r . | |
| | Date: | / | / | / | / | / | / | / | / |
| | Text genre: | | | | | | | | |
| | | | | | | | | | |
| 1. Using par | ragraphs to organise ideas | | | | | | | | |
| 2. In narratives, describing settings and characters | | S C | S C | S C | S C | S C | S C | S C | S C |
| 3. In non-na | arrative writing, use simple devices to structure the writing | | | | | | | | |
| | ngs, sub-headings, bullet points) | | | | | | | | |
| | 4. Capital letters | | | | | | | | |
| Using | 5. Full stops | | | | | | | | |
| mostly | 6. Question marks | | | | | | | | |
| correctly | | | | | | | | | |
| confectly | 7. Commas for lists | | | 1 | | 1 | | | |
| 0 0 11 | 8. Apostrophes for contraction | | | | | | | | |
| | most words correctly (Year 3 & 4) | | | | | | | | |
| | some words correctly (Year 5 and 6) | | | | | | | | |
| 11. Producir | ng legible handwriting | | | | | | | | |
| | Working at the ex | pected s | standard | | | | | | |
| | nguage that shows good awareness of the reader (e.g. the use of | | | | | | | | |
| the first perso | on in a diary; direct address in instructions and persuasive writing) | | | | | | | | |
| 13. In narrativ | ves, describe settings, characters and atmosphere | S C | S C | S C | S C | S C | S C | S C | S C |
| | | Α | А | А | А | А | Α | А | А |
| 14. Use verb | tenses consistently and correctly throughout their writing | | | | | | | | |
| 15. Using a ra | ange of devices to build cohesion (e.g. conjunctions, adverbials of | са | са | са | са | са | са | са | са |
| time and place, pronouns, synonyms) within and across paragraphs | | s | s | s | s | s | s | s | s |
| 16. Commas a | after fronted adverbials mostly (Year 4) | - | - | _ | - | - | - | - | - |
| | hes for plural possession mostly (Year 4) | | | | | | | | |
| | dal verbs to suggest degrees of possibility mostly (Year 5) | | | | | | | | |
| 19. Punctuation for parenthesis (brackets, dashes, commas) mostly (Year 5) | | () | () | () | () | () | () | () | () |
| 19. Punctuali | ion for parentnesis (brackets, dashes, commas) mostly (real 5) | () | () | () | () | () | () | () | () |
| 20.0 | | , , | , , | , , | , , | , , | , , | , , | , , |
| | to clarify meaning or avoid ambiguity mostly (Year 5) | | | | | | | | |
| | commas mostly (Year 4) | | | | | | | | |
| - | dialogue in narratives to convey character and advance the action | | | | | | | | |
| mostly (Year | | | | | | | | | |
| | tracted forms in dialogues in narrative (Year 6) | | | | | | | | |
| 24. Using pas | ssive verbs to affect how information is presented (Year 6) | | | | | | | | |
| 25. Semi-colon within lists and to mark boundaries between clauses (Year 6) | | LC | L C | LC | L C | LC | LC | LC | LC |
| 26. Colon within lists and to mark boundaries between clauses (Year 6) | | LC | L C | LC | L C | LC | LC | LC | L C |
| 27. Dash to m | nark boundaries between clauses (Year 6) | | | | | | | | |
| | | | | | | | | | |
| 28. Hyphen (Y | Year 6) | | | | | | | | |
| 29. Spelling most words correctly (year 5 and 6) and use a dictionary to check | | 5/6 | 5/6 | 5/6 | 5/6 | 5/6 | 5/6 | 5/6 | 5/6 |
| the spelling of uncommon or more ambitious vocabulary | | A | A | A | A | A | A | A | A |
| | ning legibility in joined handwriting when writing at speed | ~ | ~ | ~ | ~ | | | | ~ |
| 30. Maintai | Working at g | reator dent | h | | | I | L | | |
| 31. Distinguis | sh between the language of speech and writing and choose the | cater uept | | | | | | | |
| appropriate r | | | | | | | | | |
| | an assured and conscious control over levels of formality, | | | | | | | | |
| | hrough manipulating grammar and vocabulary to achieve this | | | | | | | | |
| | ange of punctuation taught at Key Stage 2 correctly (see above) | | | | | | | | |
| | ecessary, use such punctuation precisely to enhance meaning and | | | | | | | | |
| avoid ambigu | uity | | | | | | | | |
| | Oth | er | | | | | | | |
| Manda an an las | ulary of formal and informal | | | | | <u> </u> | | | |
| word: vocabl | | | | | | | | | |
| | yms and antonyms | | | | | | | | |
| Word: synony | | | | | | | | | |
| Word: synony Terminology: | yms and antonyms : subject and object | | | | | | | | |
| Word: synony Terminology: Terminology: | yms and antonyms : subject and object : active and passive | | | | | | | | |
| Word: synony Terminology: Terminology: Terminology: | yms and antonyms : subject and object : active and passive : synonyms and antonyms | | | | | | | | |
| Word: synony Terminology: Terminology: Terminology: Terminology: | yms and antonyms : subject and object : active and passive : synonyms and antonyms : ellipsis | | | | | | | | |
| Word: synony Terminology: Terminology: Terminology: Terminology: Terminology: | yms and antonyms : subject and object : active and passive : synonyms and antonyms : ellipsis : hyphen | | | | | | | | |
| Word: synony Terminology: Terminology: Terminology: Terminology: Terminology: Terminology: | yms and antonyms : subject and object : active and passive : synonyms and antonyms : ellipsis | | | | | | | | |