Y6 Writing Assessment

Grammar	Writing Composition	Writing Process
I can expand noun phrases by using prepositional phrases (e.g. about, above, below, underneath) detail.	I can write for a wide range of purposes and audiences.	I can plan and draft writing.
I can expand noun phrases by using relative clauses (which, who, whom, that, whose) to add detail.	I can create effective settings in stories.	I can plan and draft making choices about the audience, purpose and form of my writing.
I can use adverbials including prepositional phrases to add detail.	I can create effective characters in stories.	I can develop ideas at the planning stage using text examples and other research.
I can use adverbs (e.g. perhaps, surely, certainly) to show degrees of possibility.	I can create effective atmosphere and tension in stories.	I can draft and revise writing.
I can use modal verbs (e.g. could, should, might) to show degrees of possibility.	I can create effective plots in stories.	I can show understanding of how drafting and revising improve meaning.
I can use the passive voice to affect the presentation of information in my sentences.	I can write dialogue effectively to show characters feelings, thoughts and actions.	I can proof read for spelling and punctuation.
I can use a wide range of clauses, sometimes varying their position in a sentence.	I can integrate dialogue effectively to advance the action.	I can read for grammatical errors (e.g. subject/verb agreements, tense use).
	I can maintain appropriate style in non-fiction writing to sustain the reader's interest throughout in non-fiction writing.	
	I can maintain appropriate vocabulary to sustain the reader's interest throughout in non-fiction writing.	
Punctuation	I can select and vary vocabulary that reflects the level of formality of the piece I am writing	Spelling and Handwriting
I can punctuate simple sentences accurately with commas and full stops.	I can select and vary grammatical structures that reflect the level of formality of the piece I am writing.	I can spell accurately in general.
I can punctuate compound sentences accurately with commas and full stops.	I can use thesaurus to develop vocabulary. Making sure I understand the word I am using.	I can spell increasingly complex words correctly.
I can punctuate complex sentences accurately with commas and full stops.		I can spell common homophones correctly.
I can use inverted commas for clarity mostly correctly.		I can spell words with endings – cious, tious, ant, ance, ancy, ent, ence, emcee, ible, able, ibly, ably, cial, tial
I can use commas for clarity mostly correctly.	Structure and Organisation	I can use my knowledge of word structure to spell.
I can use punctuation for parenthesis mostly correctly.	I can extend and elaborate on ideas within and between my paragraphs.	I can use my knowledge of word structure to check spelling.
I can correctly use semi-colons, dashes, colons and hyphens some of the time.	I can use a range of presentation and organisation to structure my texts for different purposes and audiences.	I can spell words from statutory word lists for year 5 and 6.
	I can use a wide range of devises for cohesion within and between paragraphs (e.g. adverbials, synonyms, pronouns, ellipsis, verb tense/form, phrases to avoid repetition).	I can write fluently and legibly with increasing speed.