

# My Year 6 Writing Checklist

	Working at the Expected Standard, I can:	
1	<p>Use a range of punctuation taught up to and including Y6 mostly accurate:</p> <ul style="list-style-type: none"> <li>• CL</li> <li>• FS</li> <li>• !</li> <li>• ?</li> <li>• “”</li> <li>• ’ contraction and possession, both singular and plural</li> <li>• Commas are used to support meaning (in lists, after a fronted adverbial, to punctuate a relative clause)</li> <li>• ( ) - - and , , used for parenthesis. E.g. My teacher (Mr Birch) is excellent at Science. My friend, Kayden, never does his homework.</li> <li>• Use of the colon to introduce a list and semi-colons within lists.</li> <li>• Use semi-colons, colons and dashes to mark boundaries between independent clauses.</li> <li>• Use hyphens to avoid ambiguity. E.g. co-operate, cold-blooded.</li> <li>• <b>Use bullet points to list information.</b></li> </ul>	
2	Use joined and legible handwriting.	
3	Choose the correct spellings and show evidence of Y5/6 spelling words.	
4	<p>Use a range of techniques to link ideas across paragraphs, using adverbials of:</p> <ul style="list-style-type: none"> <li>• Time e.g. Yesterday, On Tuesday, Immediately after, As soon as</li> <li>• Place e.g. Back at the house, In the distance, Behind the building</li> <li>• Number or frequency e.g. Once again, Never before, Rarely,</li> <li>• Conjunctions e.g. Meanwhile, Although, As a result, In contrast, Furthermore</li> <li>• Pronouns</li> <li>• Synonyms</li> </ul>	
5	<p>Select and use the appropriate vocabulary and grammatical structures to reflect the needs of my writing:</p> <ul style="list-style-type: none"> <li>• using contracted forms in dialogues in narrative;</li> <li>• using passive verbs to affect how information is presented;</li> <li>• using modal verbs to suggest degrees of possibility.</li> </ul>	
6	Describe settings, characters and atmosphere in narratives.	
7	Integrate dialogue in narratives to convey character and advance the action	
8	<p>Write effectively for a range of purposes and audiences, selecting language that shows awareness of the reader</p> <p>E.g. the use of the first person in a diary; direct address in instructions and persuasive writing.</p>	
9	Choose the correct verb tense and use it consistently in a piece of writing.	

**Year 6****Working at the Greater Depth Standard, I can:**

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing. (e.g. literary language, characterisation, structure)

Distinguish between the language of speech and writing and choose the appropriate register.

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.