

Year 6 – Writing Toolkit

Skill	Date Assessed
Working Towards Expected Standard:	
I can use paragraphs to organise ideas.	
I can describe settings and characters in narrative	
I can use simple devices to structure non-narrative writing (headings, bullet points)	
I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	
I can spell most words correctly* (years 3 and 4)	
I can spell some words correctly* (years 5 and 6)	
I can write legibly .	
Working At Expected Standard:	
I can describe settings, character and atmosphere in narrative	
I can integrate dialogue in narratives to convey character and advance the action	
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly correctly (contracted forms in dialogue, passive, modal)	
I can use a range of clause structures including fronted adverbials, relative clauses, subordinate clauses and compound sentences	
I can use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms)	
I can use verb tenses consistently and correctly throughout their writing	
I can use the range of punctuation taught at key stage two mostly correctly (Step 4 + inverted commas, exclamation marks, parenthesis, commas – FA, RC, FANBOYS)	
I can spell correctly most words from the year 5/6 spelling list , and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
I can maintain legibility in joined handwriting when writing at speed	
Working At Greater Depth:	
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)	
I can distinguish between the language of speech and writing .	
I can exercise an assured and conscious control over levels of formality , particularly through manipulating grammar and vocabulary to achieve this	
I can 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	

	Text/ Sentence Structure		Punctuation		Language		Spelling		Handwriting
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