



Year 6						
Developing	Dates for evidence					
<b>Transcription</b> (spelling and handwriting)						
I can use a thesaurus and a dictionary to improve my work.						
I can write in legible joined writing.						
I can spell most words on the year 3/4 spellings list.						
I can spell some words on the year 5/6 spellings list.						
<b>Composition</b> (articulating ideas and structuring them in speech and writing)						
I can consistently organise my work into paragraphs in a range of text types.						
<b>Vocabulary, Punctuation and Grammar</b>						
I can indicate degrees of possibility using adverbs and modal verbs (for example, perhaps, surely, maybe, should, could, might).						
I can use relative clauses (e.g who, which, that, whose).						
I can use subordinating and coordinating conjunctions.						
I can use a range of basic punctuation (commas, apostrophes, brackets, semi – colons, question marks and exclamation marks).						
<b>Secure</b>						
<b>Transcription</b> (spelling and handwriting)						
<b>I can spell most words on the year 6 word list from the spellings list. *</b>						
<b>I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. *</b>						
<b>Composition</b> (articulating ideas and structuring them in speech and writing)						
I can confidently and appropriately use anticipation, suspense and tension to engage the reader.						
I can use a variety of techniques to conclude work appropriately (e.g. opinion, summary and justification comment).						
I can accurately and effectively choose from a range of strategies to move a story forward (e.g dialogue, description, action)						
I can maintain tense and where needed, change tense for effect.						
I can use self and peer assessment to improve effectiveness of my writing.						
<b>I can develop characters through the description of settings, dialogue, feelings and emotions.*</b>						
I can use figurative language to create effect (alliteration, onomatopoeia, metaphors, similes, personification).						
I can write through a range of genres (e.g stories, biography, autobiography, journalistic writing, argument, formal, impersonal writing and poetry).						
I can effectively use layout devices (e.g headings, sub-headings, columns, bullet points, tables.)						
<b>Vocabulary, Punctuation and Grammar</b>						
<b>I can recognise vocabulary and structures that are appropriate for formal and informal writing. *</b>						
<b>I can use a range of punctuation for clarity and parenthesis (brackets, dashes, ellipsis, commas, exclamation marks, inverted commas, colons, semi colons). *</b>						
<b>I can use passive and modal verb mostly appropriately. *</b>						
I can use hyphens and commas to avoid ambiguity.						
I can select from a wide range of imaginative and ambitious vocabulary and can use it precisely.						
I can use a range of clause structures sometimes carrying their position with a sentence (non-finite verbs, relative clauses and adverbial clauses).						
<b>I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. *</b>						
<b>I can use a wider range of subordinating conjunctions (e.g in case, once, provided that, since, whereas) and connecting adverbs (e.g. consequently, furthermore, instead, nonetheless, overall, subsequently) to start sentences. *</b>						



<b>I can link clauses in sentences using a range of coordinating and subordinating conjunctions (e.g in case, once, provided that, since, whereas). *</b>						
<b>I can link ideas across paragraphs using prepositional and adverbial phrases of frequency (often), probability (possibly) and manner (angrily). *</b>						