

Barlby Primary School – Year 6 Writing Assessment Targets



Name: _____

By the end of Year 6, I will be able to..

Spelling	Handwriting and Presentation	Composition	Vocabulary, Punctuation and Grammar
Spell words using the prefixes and suffixes including: -ce, -tial, -ant, -ance, -ancy, -ent, -ency, -able, -ible, -fer, -tious, -cious	Write legibly, fluently and with increasing speed with an implement that is best suited for the task Have a better standard of handwriting for final pieces than note taking	Identify the audience, purpose, structure, and features needed for a text and even use similar writing as examples	Use formal vocabulary and structures in writing and speeches, e.g. use the subjunctive (to demand that, to insist that)
Spell words with silent letters, e.g. knight, subtle, psalm, solemn		Use reading, research and notes to develop my ideas	Use synonyms and antonyms (big, enormous, small)
Spell more difficult homophones, e.g. weary, wary		Maintain the same viewpoint	Use passive verbs when appropriate
Apply my understanding to more difficult words, e.g. use of a hyphen, ei after c		Use a variety of sentence lengths and types for effect, e.g. Complex-fronted adverbials, relative (who, which, when), gerund (ing), using the subordinate clause at different parts of a sentence, compound, simple for suspense	Use the perfect form of verbs to show time and cause, e.g. I have written it down so we can check what he said
Continue to distinguish between homophones and other words which are often confused e.g. there/their, see/sea, sun/son, night/knight, blue/blew etc...		Use what I have read, seen and listened to in my narratives, e.g. when I develop characters and settings	Use expanded noun phrases accurately and appropriately
Spell most words correctly from the Years 5 and 6 spelling list		Select appropriate grammar and vocabulary to support my meaning	Use modal verbs and adverbs (should, would, could, might)
		Describe settings characters and atmosphere as well as include dialogue to advance the action (narratives)	Use a range of complex sentences e.g. complex- fronted adverbials, relative (who, which, when), gerund (ing), using the subordinate clause at different parts of a sentence
	Use a range of devices to support organisation across and within paragraphs, e.g. repetition to words/	Use relative clauses, using who/which/where/whose/that or with	

		phrases, use of pronouns, connectives, referring to earlier parts of the writing	
		Structure texts clearly, e.g. using headings, subheadings, bullet points, underlining	Use commas accurately to show meaning
		Assess mine and other peoples writing clearly	Use hyphens accurately
		Maintain accurate tenses throughout my writing	Use brackets, dashes, or commas for parenthesis (marking subordinate clauses)
		Use accurate subject verb agreement including for singular and plural	Use semi-colons, colons or dashes between independent clauses e.g. in compound sentences
		Understand the appropriate format to apply in my writing, e.g. informal/formal, 1st/3rd person	Use a colon to introduce a list
		Proof read and evaluate my writing independently to check for spelling and punctuation errors	Punctuate bullet points consistently
			Understand the following terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points