



Being a writer in Year Six



A year Six Writer

Spelling:

- I know how to use prefixes and suffixes and understand the guidance for adding them.
- I know how to spell some words with 'silent' letters.
- I know how to distinguish between homophones and other words which are often confused.
- I know how to use dictionaries to check the spelling and meaning of words.
- I know how to use the first 3 or 4 letters of a word to check spellings, meaning or both of these in a dictionary.
- I know how to use a thesaurus.
- I know how to use word origins and word structures and understand that the spelling of some words need to be learnt specifically.

Handwriting:

- I know how to use prefixes and suffixes and understand the guidance for adding them.
- I know how to spell some words with 'silent' letters.
- I know how to distinguish between homophones and other words which are often confused.
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- I know how to use the first 3 or 4 letters of a word to check spellings, meaning or both of these in a dictionary.
- I know how to use a thesaurus.
- I know how to use word origins and word structures and understand that the spelling of some words need to be learnt specifically.

Composition:

- I know how to identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing models for my own.
- I know how to note and develop my initial ideas, drawing on reading and research where necessary.
- In writing narratives, I know how to consider how authors have developed characters and setting from what I have read, listened to or seen performed.
- I know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narrative writing, I know how to describe settings, characters and atmosphere and integrate dialogue to advance the action.

I know how to summarise important parts of longer passages (précising).

I know how to use a wide range of devices to build cohesion within and across paragraphs.

I know how to use headings, bullet points and underlining to structure a text.

I know how to assess the effectiveness of my own and others' writing.

I know how to improve my vocabulary, grammar and punctuation to enhance effects and clarify meaning.

I know how to use the correct tense consistently throughout a piece of writing.

I know how to use the correct subject and verb agreement when using singular and plural (was/were/ is/ are).

I know how to proof-read for spelling and punctuation errors.

I know how to perform my own compositions (presenting to the class), using appropriate intonation, volume and movement so that meaning is clear.

Punctuation and Grammar:

I know how to recognise vocabulary structures that are appropriate for formal pieces of writing, including subjunctive form.

I know how to use passive verbs to affect the presentation of information in a sentence.

I know how to use the perfect form of verbs to mark relationships of time and cause.

I know how to use expanded noun phrases.

I know how to use modal verbs or adverbs to indicate degrees of possibility.

I know how to use relative clauses.

I know how to use commas to clarify meaning or avoid ambiguity in writing.

I know how to use hyphens to avoid ambiguity.

I know how to use brackets, dashes or commas to indicate parenthesis.

I know how to use semi-colons, colons or dashes to mark boundaries between independent clauses.

I know how to use a colon to introduce a list.

I know how to use bullet points consistently.

I know how to use and understand a range of grammatical terminology accurately and appropriately when discussing my reading and writing.