

**Year 6 Writing assessment:**

Autumn	Use a dictionary and thesaurus independently and accurately
	Use the suffixes: -ing, -est, -er, -ing, -ed, -y, -ant, -tion, -ful, -ment, -ly, -en, -ous, -ness,
	Homophones: principal principle bridal bridle proceed precede weary wary
	<b>Consolidate Y5 use of expanded noun phrases to convey complicated information, adding details</b>
	<b>Use a Variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses</b>
	Think of and use synonyms and antonyms using alternate word choices to make writing interesting and avoid
	<b>Mostly accurate use of subject and word agreement for simple and progressive verbs</b>
	<b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns,</b>
	<b>In narratives, describe settings, characters and atmosphere</b>
	<b>Integrate Dialogue to advance the action and convey character</b>
Spring	Spelling: Letter string ough
	Spelling sh spelt -ti or ci-
	Sh spelt -si or -ssi
	Adding a suffix can change a y to an i
	<b>use modal verbs (might, should, would, must, will) or adverbs (perhaps, surely) to indicate degrees of possibility.</b>
	<b>Use colons and semi colons to punctuate detailed lists</b>
	<b>Use hyphens in own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence</b>
	<b>Ensure appropriate use of vocabulary typical to informal and formal speech and writing (e.g. find out/discover, ask for/request, go in/enter).</b>
<b>Mostly appropriately select vocabulary and grammatical structures that reflect what the writing requires.</b>	
Summer	Homophones: advice advise practise practice devise device licence license
	<b>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</b>
	Use passive verbs to affect the presentation of information in a sentence (e.g. the cake was eaten by the child/ the child ate the cake.
	<b>Use a range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</b>
	Use subjunctive form when appropriate e.g, formal tone
	<b>Can write effectively the genre taught selecting the appropriate vocabulary, grammatical structures and style</b>
	Can write a condensed version of a text.
Write joined, legibly, fluently and with increasing speed	
GDS	<b>Exercise an assured and conscious control over levels of formality, particularly through manipulating</b>
	<b>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</b>
	<b>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language,</b>
<b>Distinguish between the language of speech and writing and choose the appropriate register</b>	