

# My Learning Journey for Writing



Year 6 Name: \_\_\_\_\_

handwriting and spelling		composition	
I spell the majority of the words in the Y5-6 word list, including other words with similar patterns.		I regularly discuss, plan, redraft and develop my ideas before and during writing. I proofread my own and others' work, making changes to improve the effect.	
I use my knowledge of suffixes to change words like <b>frequent/ frequency, hesitant /hesitancy</b> and <b>confident /confidence.</b>		I use a wide range of punctuation including : and ; for lists, - and ( ), and commas for pauses.	
		I recognise the active and passive voice. I experiment with these in my own writing.	
I spell many homophones from the Y5-6 set like <b>licence/license, prophecy /prophesy, affect/effect.</b>		I can independently adapt the features of my writing to suit its purpose e.g. selecting clear ways to present information, or formatting a playscript.	
I add the suffixes <b>ing</b> and <b>ed</b> to words which need careful thought, like <b>prefer / preferring, refer/ referred/referee.</b>		I describe characters, setting and plot with precise details, to communicate clearly with the reader.	
I spell a growing set of words with prefixes e.g. <b>in, il, im, re, sub, inter.</b>		I organise my writing into paragraphs, developing some detail in each one.	
I spell words with <b>ough</b> like <b>thorough, dough</b> and <b>plough.</b>		I identify and choose suitable determiners such as <b>some, these, the, an, a, several.</b>	
I spell words with the suffixes <b>ible</b> and <b>able</b> , or <b>ibly</b> and <b>ably</b> , like <b>adorable, considerably, incredible, incredibly.</b>		I find key themes or facts from short and long texts, to write a summary.	
		I confidently use a dictionary. I use a thesaurus to add synonyms to my vocabulary.	
I spell many words with the long <b>ee</b> phoneme like <b>receive, perceive, seize.</b>		I use precise and sophisticated vocabulary in both fiction and non-fiction writing.	
I spell words with *silent letters like <b>doubt, thistle</b> and <b>solemn.</b>		My speech and writing show that I can use Standard English - I avoid double negatives.	
I reliably use apostrophes accurately. I explain their use.		I am confident to identify the word classes <b>noun, adjective, verb</b> and <b>adverb</b> , and use them to improve my writing.	
I use a hyphen to join a prefix to a root e.g. <b>co-operate</b> , and to make the meaning clear e.g. <b>man-eating shark.</b>		I maintain the same tense throughout my piece of writing. I use the verb form <b>has done</b> or <b>had done</b> correctly.	
I spell about half the words on the Y5-6 list like <b>achieve</b> and <b>interrupt.</b>		I use dialogue to show events and characters, beginning a new line for each new speaker.	
I use my knowledge of root words, prefixes and suffixes to help me spell.		I vary my connectives, including fronted adverbials, to introduce new ideas and paragraphs, to make my writing flow.	
I spell all the words on the Y3-4 word list and about a third of those on the Y5-6 list, like <b>leisure</b> and <b>symbol</b> , including others with similar patterns.		I use a wide range of conjunctions to join ideas within sentences.	
		I quickly identify the subject and object of a sentence. My subject and verb agree.	
I use the margin and space on the page well, presenting my paragraphs clearly.		I punctuate a parenthesis/embedded clause using a pair of commas, dashes or brackets.	
I write even-sized letters in a fluent writing style, which can be read easily.		I use a comma between the main clause and the sub-clause, to make the meaning clear.	
I join my writing consistently, but know when to print in order to label a diagram.		I write sentences which are grammatically accurate and punctuated correctly.	