

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 frequent/ frequency, hesitant /hesitancy and confident /confidence.		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 licence/license, prophecy /prophesy, affect/effect.		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 ing and ed to words which need careful thought, like prefer / preferring, refer/ referred/referee.		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. in, il, im, re, sub, inter.		I organise my writing into paragraphs, developing some detail in each one.	
I spell words with ough like thorough, dough and plough.		I identify and choose suitable determiners such as some, these, the, an, a, several.	
I spell words with the suffixes ible and able , or ibly and ably , like adorable, considerably, incredible, incredibly.		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 ee phoneme like receive, perceive, seize.		I use precise and sophisticated vocabulary in both fiction and non-fiction writing.	
I spell words with *silent letters like doubt, thistle and solemn.		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 noun, adjective, verb and adverb , and use them to improve my writing.	
I use a hyphen to join a prefix to a root e.g. co-operate , and to make the meaning clear e.g. man-eating shark.		I maintain the same tense throughout my piece of writing. I use the verb form has done or had done correctly.	
I spell about half the words on the Y5-6 list like achieve and interrupt.		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 leisure and symbol , 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.	