

I am a St. Wilfrid's Writer Assessment

Emerging – Year 6 Autumn Term

Handwriting

Maintain legibility and consistency in joined handwriting when writing at speed.

Planning, Composition and editing

Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Identify the audience and plan for a range of purposes, selecting the appropriate language (using technical terms and synonyms effectively).

Identify the audience and write for a range of purposes, selecting the appropriate form.

Identify whether the writing is informal or formal and plan appropriate format and language.

Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.

Use a thesaurus to effectively select better vocabulary; Use a dictionary to reverse check that the word fits the context.

Grammar and Punctuation

In narratives, describe settings, characters and atmosphere.

Inverted commas and other punctuation to indicate direct speech.

Integrate dialogue to convey character and advance the action.

Use a range of figurative language (metaphors, onomatopoeia, personification).

Use colons to introduce a list and punctuate bullet points consistently.

Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)

Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.

Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.

Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.

Use simple sentences to build tension.

Use hyphens and ellipses.

Spellings

accommodate	hindrance	system	communicate
conscience	leisure	yacht	correspond
explanation	nuisance	existence	dictionary
harass	prejudice	available	exaggerate
language	vehicle	committee	amateur
neighbour	controversy	convenience	awkward
physical	determined	develop	mischievous
recognise	privilege	sincere	disastrous
secretary	signature	sincerely	rhyme

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appreciate	interrupt	guarantee	interfere
equipment	parliament	sufficient	rhythm
familiar	necessary	aggressive	pronunciation
Ending which sound like /ʃəs/ spelt -cious endings (vicious, precious, conscious, delicious, malicious, suspicious)			
Ending which sound like /ʃəs/ -tious endings (ambitious, cautious, fictitious, infectious, nutritious)			
Endings which sound like /ʃəl/ -cial endings (official, special, artificial) -tial endings (partial, confidential, essential)			
How words are related by meaning as synonyms and antonyms (big, large, little)			

Spring Term- Year 6 Developing

Handwriting

Maintain legibility and consistency in joined handwriting when writing at speed.

Planning, Composition and editing

Draft and write by using selecting an appropriate range of devices to build cohesion within and across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).

Deliberately select and improve vocabulary for effect, formality, and precision.

Proof-read and edit work for vocabulary, grammar, spelling and punctuation errors. Evaluating it for effect and meaning.

Perform own compositions, using appropriate intonation, volume, and movement.

Grammar and Punctuation

Use extended reporting clauses in speech to show character's thoughts, actions, or feelings.

Use senses to "show not tell" settings, characters' feelings, and thoughts.

Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.

Use quotes for effective purpose in newspaper reports – to add authenticity and make them more memorable.

Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.

Integrate dialogue in narratives to convey character and advance the action.

Distinguish between the language of speech and writing and choose the appropriate register.

Use adverbials to introduce an argument (Firstly).

Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point.

Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results.

Use linking adverbs to show opposition or a counter argument.

Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,).

Use adverbials to move time in a narrative (Later on, Meanwhile).

Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)

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Use adverbials in different places in a sentence (On one hand.... whereas/yet/however...).			
Use the passive voice to make the object more important in the sentence than the subject.			
Consistently use the correct subject and verb when using singular and plural.			
Distinguish between the language of speech and writing and choose the appropriate register.			
Use the perfect form of verbs to mark relationships of time and cause.			
Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).			
Spellings			
Words ending in -ant (observant, expectant, hesitant, tolerant)			
Words ending in -ance (observance, tolerance, substance)			
Words ending in -ancy (hesitancy)			
Words ending in -ent (innocent, decent, frequent, confident, obedient, independent)			
Words ending in -ence (innocence, confidence, obedience, independence)			
Words ending in -ency (decency, frequency)			
Adding suffixes beginning with vowel letter to words ending in -fer (is still stressed)(referring, referred, referral, preferring, preferred, transferring, transferred)			
Adding suffixes beginning with vowel letter to words ending in -fer is no longer stressed (reference, referee, preference, transference)			

Summer Term – Year 6 Secure

Handwriting			
Maintain legibility and consistency in joined handwriting when writing at speed.			
Planning, Composition and editing			
Break the rules to add flair to my writing using one-word sentences / fragments.			
Précising longer passages extracting the key information.			
Describe settings and characters (narrative) based on what has been read, listened to or seen performed.			
Identify the audience and write for a range of purposes, selecting the appropriate form.			
Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing.			
Choose words to make writing more engaging, powerful and to have greater effect on the audience.			
Make deliberate choices about the order of clauses within my sentences.			
Grammar and Punctuation			
Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.			
Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.			
Spelling			
Confidently spell the Year 5 and 6 statutory spellings and spelling rules.			



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