

**Netherbrook Primary School**  
**Year 6 Writing Assessment**

**Vocabulary, Grammar and Punctuation**

1	I can manipulate sentences to create particular effects	
2	I can use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>	
3	I can use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>	
4	I can use ellipsis to link ideas between paragraphs	
5	I can identify and use colons to introduce a list	
6	I can identify and use semi - colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>	
7	I know hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark	
8	I can punctuate bullet points consistently	

**Composition**

**Plan their writing by:**

9a	I can identify audience and purpose	
9b	I can choose appropriate text -form and type for all writing	
10	I can select appropriate language and structures	
11	I can draw on similar writing models, reading and research	

**Draft and write by:**

12	I can select <u>appropriate</u> vocabulary and language appropriate to task, audience and purpose, for precision and impact	
13	I can introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. Tom stomped into the room, flinging down his grubby, school bag and announced, through gritted teeth, "It's not fair!"	
14	I can use devices to build cohesion	
15	I can deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous action time-shifts	
16	I can combine text-types to create hybrid texts e.g. persuasive speech	
17	I can evaluate, select and use a range of organisational and presentational devices for different purposes and audiences	
18	I can find examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence	
19	I can make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical question	
20	I can use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative	

**Spelling**

21a	I can securely use spelling rules previously taught	
21b	I can spell words from the Stage Six word list accommodate; accompany; according; achieve; aggressive; amateur; ancient; apparent; appreciate; attached; available; average; awkward; bargain; bruise; category; cemetery; committee; communicate; community; competition; conscience*; conscious*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (-ped, -ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier[ stomach]; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht; year	
22	I can write increasingly confidently, accurately and fluently, spelling with automaticity	
23	I can use a number of different strategies interactively in order to spell correctly	
24	I can use independent spelling strategies for spelling unfamiliar words	

**Handwriting**

25	I can choose the writing implement that is best suited for a task (e.g. quick notes, letters)	
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