

Writing Checklist for Year 6



Spelling

- I can use **dictionaries** to check the spelling and meaning of words.
- I can use a **thesaurus** to find synonyms to improve my writing.
- I can spell words including **silent letters** (e.g. *knight*) and a range of **prefixes and suffixes**.
- I can spell the words in the **Year 5/6 spelling list** and tell the difference between common **homophones** (e.g. *there/their/they're*).

Handwriting

- I can write **neatly, legibly** and with increasing **speed**.
- I can use **joined handwriting consistently** in my work, choosing whether or not to join specific letters.

Composition

- I can identify my **audience** and write with them in mind (including informal and formal writing styles e.g. *ask for/request*).
- I know the **features of different genres** of writing and can **match my writing** to the **purpose** of the task.
- I can **plan** my work, developing my first ideas and researching where necessary.
- I understand how authors **develop characters and settings** and use that knowledge to plan my own work.
- My story writing includes a **mixture of action, description and dialogue** to **engage and entertain** the reader.
- I use **varied sentence structure** in my writing (e.g. *fronted adverbials, subordinate clauses and short sentences for effect*).
- I can use a range of **organisational and presentational devices** to structure the text and guide the reader (e.g. *subheadings, bullet points, underlining*).
- I can **check** my work carefully for **spelling and punctuation errors** and to ensure I have used the **correct tense** and **subject/verb agreement**.
- I can assess the **effectiveness** of my own and others' writing and **suggest possible improvements**.

Vocabulary, Grammar and Punctuation

- I can select **ambitious vocabulary** and **well-chosen similes and metaphors** to **interest and engage** the reader.
- I can use **commas, brackets and dashes** for parenthesis e.g. *The girl, who was usually so timid, marched confidently onto the stage.*
- I can use a **colon** to introduce a list and punctuate bullet points consistently.
- I can use **semi-colons, colons or dashes** to mark boundaries between independent clauses e.g. *It's raining; I'm fed up.*
- I can use **hyphens** to avoid confusion e.g. *The man eating shark versus the man-eating shark.*
- I can use **varied and expanded noun phrases** e.g. *The dilapidated shed at the bottom of the garden is in desperate need of repair.*
- I can use **modal verbs** (e.g. *should, will, might*) and **adverbs** (e.g. *cautiously*).
- I can use the **passive verb form** e.g. *The window was broken by the boy.*

GPS Checklist for Year 6



I can explain and identify:

<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [<i>for example, find out - discover; ask for - request; go in - enter</i>] 	
<ul style="list-style-type: none"> How words are related by meaning as synonyms(means the same) and antonyms(means the opposite) <i>e.g. big, large, little.</i> 	
<ul style="list-style-type: none"> How the use of the passive affects the presentation of information in a sentence [<i>for example: Tom broke the window in the greenhouse/The window in the greenhouse was broken by Tom.</i>]. 	
<ul style="list-style-type: none"> The sentence structure typical of informal speech such as question tags [<i>e.g. He's your friend, isn't he?</i>] 	
<ul style="list-style-type: none"> The use of subjunctive forms in some very formal writing and speech [<i>e.g. If Zoë were the class president, things would be much better.</i>] 	
<ul style="list-style-type: none"> Subject as the noun who is performing the verb [<i>e.g. Tom</i>] and object as the noun the verb is being performed on [<i>e.g. the window</i>]. 	
<ul style="list-style-type: none"> The difference between active where it is subject-verb-object [<i>e.g. Tom broke the window.</i>] and passive where it is object-verb-subject [<i>e.g. The window was broken by Tom.</i>] 	
<ul style="list-style-type: none"> How to use and punctuate a bullet points. 	
<ul style="list-style-type: none"> How to use colons to introduce a list <i>e.g. You will need the following equipment at PGL: comfortable trainers, a warm jacket and a sleeping bag.</i> 	
<ul style="list-style-type: none"> How to use semi-colons and colons to mark boundaries between independent clauses <i>e.g. It's raining; I'm fed up.</i> 	
<ul style="list-style-type: none"> How to use hyphens to avoid confusion <i>e.g. The man eating shark versus the man-eating shark.</i> 	
<ul style="list-style-type: none"> Ellipsis as the omission of a word or phrase which is expected and predictable. [<i>e.g. If you don't work hard this term then...</i>] 	

Reading Checklist for Year 6



Word Reading

- I can apply my knowledge of **root words, prefixes and suffixes** to read aloud and **understand the meaning** of new words that I meet.
- I can read aloud with **fluency and expression**, using intonation, tone and volume so that the meaning is clear to an audience.
- I **check** that what I have read **makes sense** to me and use a variety of strategies to **'fix meaning break downs'**.
- I can learn a range of **poetry by heart** and perform it in front of an audience.

Comprehension

- I can read and discuss an **increasingly wide range** of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can **recommend** books that I have read, **giving reasons** for my choices.
- I can identify and discuss **themes** and conventions in and across a wide range of texts (e.g. greed, loss, heroism).
- I can make **comparisons** between and within texts.
- I **ask questions** about what I have read to improve my understanding.
- I understand how the **meaning** of words can **change in different contexts**.
- I can **draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, and **justify my inferences with evidence** from the text.
- I can **predict** what might happen from details stated and implied.
- I can **summarise** the main ideas drawn from more than one paragraph.
- I can discuss and evaluate **how authors use language**, including figurative language, considering the **impact on the reader** (e.g. choice of vocabulary, simile, metaphor, personification, rhetorical question etc.)
- I can tell the difference between statements of **fact and opinion**.
- I can **find, record and present information** from non-fiction texts, making **effective notes** which **summarise** the key points.
- I can participate in **discussions** about what I have read and **challenge others' views politely** where appropriate.
- I can participate in **formal presentations and debates** about what I have read.
- I provide a **reasoned argument using evidence from the text** (including well-chosen quotations) to support my views.