



Y6 Writing Assessment

Spelling
<i>I can spell words with the endings –ness, -ity, -ify, -en e.g. forgetfulness, elasticity, electrify, darken</i>
<i>I can use homophones correctly: descent/decent, morning/mourning, affect/effect</i>
<i>I can form verbs with prefixes disapprove, overestimate and recombine</i>
<i>I can convert nouns or adjectives into verbs by adding a suffix (Nominalisation) e.g. class-classify, magnet-magnetise, orchestra-orchestrate</i>
<i>I can spell all of the Year 5/6 word list</i>
Handwriting
<i>I can write legibly using a quick, fluent handwriting style that has evenly sized letters with clear ascenders and descenders</i>
Grammar
<i>I can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon</i>
<i>I can recognise vocabulary and structures that are appropriate for formal speech and writing</i>
<i>I can use and distinguish between the active (we poured the contaminated water through the sieve) and the passive voice (rocks are gradually worn down by rain and wind)</i>
<i>I can use the perfect form of verbs (have or had + past participle) to mark relationships of time and cause e.g. I have finished, he had finished, she will have finished</i>
<i>I can use colons for lists and for adding information to unequal sentences e.g. Squiggly missed only one friend: Aardvark</i>
<i>I can use semi colons to link two clauses that are closely related e.g. I have a big test tomorrow; I can't go out tonight</i>
<i>I can use a wide range of sophisticated conjunctions including: adverbs, prepositions, to show sequence, or to open sentences</i>
Text Structure
<i>I am beginning to vary the length of sentences and paragraphs for effect</i>
<i>I can use a range of devices to build cohesion within and across paragraphs e.g. linking paragraphs with a topic sentence that introduces the content of the paragraph</i>
<i>I can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents and et cetera</i>
Composition
<i>I can make changes to vocabulary, grammar and punctuation to improve my writing</i>
<i>I can sustain and develop ideas logically in both fiction and non-fiction writing</i>
<i>I can use vocabulary that is varied, imaginative and appropriate including use of technical and specific words</i>
<i>I can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension and comment</i>
<i>My writing is well constructed and shows a secure grasp of the chosen genre</i>
<i>I can use 2 or more stylistic features to create effect within the text; rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal</i>