Year 6 **WRITING** Objective Mat

Transcription (spelling/dictionary work)	I can add a full range of **prefixes** and **suffixes** using the rules we have worked on in class	I can spell a range of words with **silent letters** such as solemn, psalm and knight	I know that some words sound the same but are spelled differently **(homophones)** and I am usually accurate with these in my writing	I use my knowledge of **root words** and word parts to help me spell new words	I confidently use a **dictionary** to check how words are spelled and what words mean	I can use the first three letters of a word to quickly find it in a **dictionary**	I use a **thesaurus** to improve my vocabulary use
Handwriting and presentation	I can write legibly and fluently. My **joining style** helps me to write neatly and quickly	I choose the **writing tool** that is best suited to the task.					
Composition	I **PLAN** the **STRUCTURE** of my writing by thinking about the **AUDIENCE** and **PURPOSE** of each piece	I **PLAN** my writing by making notes and then develop my initial ideas	I **DRAFT** and write by choosing grammar and vocabulary to enhance my work	I **describe** settings, characters, atmosphere and add **dialogue** to my stories	I can **precis** a passage to create a sentence with the same meaning	I use a range of techniques to help **link my paragraphs** together in a full piece of writing	I use headings, bullet point, underlining, columns, tables and other **organisational devices** to structure my writing and guide the reader through my writing
	I **EVALUATE** my work and the work of others to think about how it can be improved	I **EDIT** my writing to improve it	I use the correct **tense** throughout a piece of writing	I read through my work to **correct** some spelling and punctuation mistakes	I can **read aloud** my own writing using appropriate expression and volume so the meaning is clear		
Vocabulary, Grammar and Punctuation	I use **hyphens** in my work to avoid ambiguity (e.g man eating shark/man-eating shark)	I can write **formal** texts or speeches using appropriate vocabulary	I know that some words have similar meanings **(synonyms)**and some words have opposite meanings **(antonyms)**	I know how to use an **ellipsis**	I can use a **semi-colon** (;) and/ or **dashes** (-) to separate independent clauses in my work for effect.	I use a **colon** (:) to indicate the beginning of a list	I use **bullet points** accurately when constructing a list
Vocabulary, Grammar and Punctuation (Y5)	I can use **modal verbs** (can/could, may/might, must/will/would, shall/should) and adverbs (Perhaps/surely) to explain how something might be possible	I can use **brackets, dashes, commas for parenthesis** in my writing	I can begin sentence clauses **with who, which, where, when, whose,** that to add more detail to my sentences	I can convert nouns/adjectives into verbs using suffixes (eg ate,ise,ify)	I can link sentences in my paragraphs in different ways	I can **link ideas across paragraphs** using time/place/number adverbials	I can use **commas** to structure my sentences and to clarify meaning

Date:	Assessed Writing:	Date:	Assessed writing: