

Year 6 Targets

			Р	Т	Р	Т	Р	Т	Р	Т	Р	Т		
Date														
Genre I can write for a range of		#												
purposes and audiences (e.g. narrative,														
recoun	recount, explanation, report)													
	Working to				towards the expected standard									
In narratives, describe settings and		1												
character														
In non-narrative writing, use simple		2												
devices to structure the writing and support the reader (e.g. headings, sub-														
headings, bullet points)														
I can paragraphs		3												
use			4											
	apostrophes for contractions		5											
	question marks		6											
	commas for lists		7											
I can s	I can spell Year 3 and 4 words		8											
Workir			ng at th	ne exp	ecte	d stan	dard							
I can	write effectively for a range of		9											
	purposes and audiences,													
	selecting language													
	good awareness of the reader (e.g. the use of the first person in a diary)													
I can	**		10											
roun	to convey character and advance action		10											
I can	cohesion (e.g. conjunctions,		11											
adverbials of time and place, pronouns, synonyms) within and across paragraphs														
I can select vocabulary passive		12												
and grammatical verbs														
structures that reflect the modal		13												
level of formality. verbs														
I can use verb tenses consistently		14												
I can inverted commas " "		15												
use punctuation for parenthesis		16												
I can spell Year 5 and 6 words		17												
I can maintain legibility, fluency and		18												
speed for joined handwriting														
I can use a range of punctuation (semi-		19												
colons;	colons; dashes; colons; hyphens)													



Working at greater depth within the expected standard

I can control levels of formality and write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)	20					
I can choose the appropriate register	21					
I can use grammar, punctuation and vocabulary to control levels of formality	22					