

Year 6 Writing Targets – Pupil Asset order

	Foundational and Conceptual Achievement Statements	I am working towards ARE	I am at ARE	I am working at greater depth
6F6	I can use a semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up)			
6F7	I can use a colon to introduce a list and semi-colons within the list			
6F8	I can use bullet points to list information			
6F9	I can use hyphens to make my meaning clear (e.g. man eating shark vs man-eating shark)			
6F10	I can use a thesaurus to find alternative words			
6F11	I can use all of the key words to explain the grammar in my writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)			
6C13	I can write in the passive form (e.g. The window was broken)			
6C14	I can use powerful verbs effectively to add tension and to deepen readers' understanding			
6C3	I can develop my initial ideas, drawing on reading and research where necessary			
6C4	I can write dialogue that shows the relationship between characters			
6C5	I can write characters that are consistent and distinctive from one another			
6C6	I can choose the appropriate style for different types of writing: instructions, arguments & letters			
6C7	I can write in a formal style			
6C8	I can present points of view clearly and persuasively			
6C9	I can distinguish between the language of informal speech, the language of formal speech and writing, and can use each of these appropriately			
6C10	I can define my characters by giving them a distinctive vocabulary			
6C11	I can make my characters interesting by describing their feelings			
6C12	I can perform my own writing, using intonation, volume and movement to make the meaning clear			

Year 6 Writing Targets – Pupil Asset order

6F3	I can spell over 80% of the words on the Y5/6 word list (see NC Guidance)			
6F4	I can use a dictionary to check the spelling and meaning of words			
6F5	My spelling is mostly accurate, including more complex words			
6C1	I can explain and use synonyms and antonyms			
6C2	I can précis longer passages of text			
6F1	I can write legibly, fluently and with increasing speed			
6F2	I can choose the writing implement that is best suited to a task			