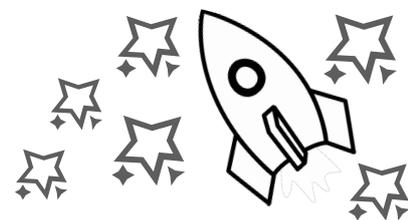


Achievement Statements

Year 6 Writing



Foundational Achievement Statements				Power Statement
I can write legibly, fluently and with increasing speed				☆
I can choose the writing implement that is best suited to a task				
I can spell over 80% of the words on the Y5/6 word list (see NC Guidance)				☆
I can use a dictionary to check the spelling and meaning of words				☆
My spelling is mostly accurate, including more complex words				☆
I can use a semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up)				
I can use a colon to introduce a list and semi-colons within the list				
I can use bullet points to list information				
I can use hyphens to make my meaning clear (e.g. man eating shark vs man-eating shark)				
I can use a thesaurus to find alternative words				
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)				☆
Conceptual Achievement Statements				Power Statement
I can explain and use synonyms and antonyms				
I can produce longer passages of text				☆
I can develop my initial ideas, drawing on reading and research where necessary				
I can write dialogue that shows the relationship between characters				
I can write characters that are consistent and distinctive from one another				
I can choose the appropriate style for different types of writing: instructions, arguments and letters)				
I can write in a formal style				☆
I can present points of view clearly and persuasively				
I can distinguish between the language of informal speech, the language of formal speech and writing, and can use each of these appropriately				
I can define my characters by giving them a distinctive vocabulary				
I can make my characters interesting by describing their feelings				
I can perform my own writing, using intonation, volume and movement to make the meaning clear				
I can write in the passive form (e.g. The window was broken)				
I can use powerful verbs effectively to add tension and to deepen readers' understanding				
The Progression of Evidence				
This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.