

## National Curriculum Writing ARE sheet Year 6

No.	
1.	Use further prefixes and suffixes and understand the guidance for adding them , converting nouns or adjectives into verbs -ate, -ise, -ify, and verb prefixes dis-, de-, mis-, over-, re-
2.	Continue to distinguish between homophones and other words which are often confused.
3.	Spell some words with silent letters, e.g knight, psalm, solemn
4.	Spell the Year 5 and 6 spelling list words
5.	Use dictionaries to check the meaning and spelling of words using the first three or four letters in a word
6.	Use a thesaurus
7.	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
8.	Choose the writing implement that is best suited to the task
9.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form
10.	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
11.	When writing narratives, consider how authors develop characters and settings in books
12.	When writing narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
13.	Draft and write by summarising longer passages
14.	Draft and write by using a wide range of devices to link ideas e.g. then, after that, this, firstly
15.	Link ideas across paragraphs using adverbials of time e.g. later, place e.g nearby and number e.g. secondly or tense choices e.g. he <i>had</i> seen her before
16.	Use headings to organise writing
17.	Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes e.g.to vocabulary
18.	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
19.	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, (distinguishing between the language of speech and writing and choosing the appropriate register)
20.	Proof read for spelling and punctuation errors
21.	Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
22.	Use the perfect forms of verbs e.g. has eaten
23.	Use expanded noun phrases to convey complicated information concisely
24.	Use of the passive voice. E.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>
25.	Use devices to link e.g. adverbial ideas: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast</i> or <i>as a consequence</i> ) and ellipsis
26.	Use a variety of layout devices (for example, headings, subheadings, columns, bullets or tables)
27.	Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing
28.	Use of the semi colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
29.	Use of the colon to introduce a list and use of semi-colons within lists
30.	Punctuation of bullet points to list information
31.	Use of hyphens to avoid ambiguity e.g. <i>man-eating shark</i>
32.	Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)

Key: **RED** = Spelling    **BLACK** = Handwriting    **GREEN** = Composition    **PURPLE** = Grammar & Punctuation