

Cromwell Academy
Writing Objectives

	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Year 6	<p>I can apply the spelling rules from the Year 5/6 Appendix.</p> <p>I can use prefixes and suffixes and understand the rules for using them.</p> <p><i>I can spell words with 'silent' letters.</i></p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell words which follow no spelling patterns.</p> <p>I can use a dictionary to check the meaning and spelling of words.</p> <p>I can use a thesaurus to extend my vocabulary choice.</p>	<p>I can write legibly, fluently and at speed.</p> <p>I can choose which shape of a letter to use and decide whether or not to join specific letters.</p> <p>I can choose what implement is best suited to the task.</p>	<p>I can plan my writing taking into account the audience and purpose of the writing.</p> <p>I can use reading and research to help plan my writing.</p> <p>I can use other author's ideas to help develop characters and settings.</p> <p>I can explain how grammar and vocabulary choices can change and enhance the meaning of my writing.</p> <p>I can build up atmosphere in my writing.</p> <p>I can use dialogue to develop characters and speed up the action.</p> <p>I can re-read and edit longer pieces of writing.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can edit and up level vocabulary, grammar and punctuation choices to enhance meaning.</p> <p>I can check my work to ensure that there is correct subject and verb agreement.</p> <p>I can re-read my work for spelling and punctuation errors.</p> <p>I can perform my own compositions ensuring appropriate intonation, volume and movement are used.</p>	<p>I can use grammar from Year 6 Appendix.</p> <p>I can use structures appropriate to formal speech and writing.</p> <p>I can use passive verbs.</p> <p>I can use the perfect form of verbs to mark relationships.</p> <p>I can use hyphens.</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
Year 5	<p>I can apply the spelling rules from the Year 5/6 Appendix.</p> <p>I can use prefixes and suffixes and understand the rules for using them.</p> <p><i>I can spell words with 'silent' letters.</i></p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell words which follow no spelling patterns.</p> <p>I can use a dictionary to check the meaning and spelling of words.</p> <p>I can use a thesaurus to extend my vocabulary choice.</p>	<p>I can write legibly, fluently and at speed.</p> <p>I can choose which shape of a letter to use and decide whether or not to join specific letters.</p>	<p>I can begin to plan my writing taking into account the audience and purpose of the writing.</p> <p>I can begin to use reading and research to help plan my writing.</p> <p><i>I can begin to use other author's ideas to help develop characters and settings.</i></p> <p>I can select appropriate grammar and vocabulary for my writing.</p> <p>I can describe settings and characters in detail.</p> <p>I can re-read and edit longer pieces of writing.</p> <p>I can use organisational and presentational features to structure my writing.</p> <p>I can evaluate the effectiveness of my own and others writing.</p> <p>I can begin to edit and up level vocabulary, grammar and punctuation choices to enhance meaning.</p> <p>I can use the correct tense consistently throughout my writing.</p> <p>I can re-read my work for spelling and punctuation errors.</p> <p>I can perform my own compositions.</p>	<p>I can use grammar from Year 5 Appendix.</p> <p>I can use expanded noun phrases.</p> <p>I can use relative clauses beginning with who, which, where, when, whose or that.</p> <p>I can use modal verbs or adverbs to show the likelihood of an event.</p> <p>I can use commas to clarify meaning.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use a colon to introduce a list.</p> <p>I can use bullet points consistently.</p>