

## St John Baptist School Writing Ladder Year 6

Spelling	Organisation	Purpose	Vocabulary	
27. *I can spell all of the year 5 and 6 word list.	17. *I can set out my non-fiction writing using headings, sub-headings, columns or bullet points to structure the text and guide the reader.	14. I can use the setting and weather to reflect the mood of the character and text e.g. thunderstorm for the dangerous parts with the sun coming out when all is well.	11. I can use adverbs, preposition phrases and expanded noun phrases to add detail and precision to my writing.	
			12. * I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words.	
28. I can spell words with the endings -ible and -able.	18. I can use cohesive devices to make links between my paragraphs in non-fiction writing. e.g. As mentioned previously,...	15. My writing maintains pace and interest throughout.	13. I recognise how changing the word choice can change the meaning of the writing.	
29. I can spell words with the endings -cial and -tial..		17. * My writing is well constructed and shows a secure grasp of the chosen genre.	<b>Grammar</b>	24. I can use brackets, dashes or commas to indicate parenthesis.
				25. * I can recognise the vocabulary and the structures which are appropriate for formal speech and writing including subjunctive forms.
30. I can spell words with the endings -ance and -ence.		<b>Handwriting</b> (On-going throughout Year 5 and 6)		26. I can use hyphens correctly.
			11. I can write quickly and neatly using cursive script.	27. * I can use semi-colons, colons or dashes to join independent clauses.
26. I can spell some of the Year 5 & 6 word list (see NC).		12. I can consistently write with a handwriting pen.	28. I can use adverbs or modal verbs for possibility (Adverbs: perhaps, surely, likely. Modal verbs: might, should, will, must, may.)	
			29. I can use the perfect form of verbs to mark relationships of time and cause e.g. He has wanted to be a footballer for years.	
			30. I can use passive voice to affect the presentation of information in my sentences. For example: active: The cat was chasing the mouse, The boy scrawled graffiti all over the wall. Passive: the mouse was being chased by the cat. Graffiti had been scrawled all over the wall.	