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| **Y6 Assessment Non-negotiables: Writing** | | | |
| Super Six | 1. Plurals –s, -es, -ies  2. Cohesive devices (connectives / pronouns)  3. Past perfect verb forms | 4. Present perfect verb forms  5. Continuous verb forms  6. Spell rare GPC words | **Prove it!** |
| **Grammar** | | | |
| G1 | To edit and correct grammatical errors. | |  |
| G2 | To revise and improve writing in relation to the year group expectation. | |  |
| G3 | Use an effective range of sentence structures, including sentences with subordinating conjunctions, embedded clauses, relative clauses, multiple clauses. | |  |
| G4 | Use pronoun / noun chains for cohesion. | |  |
| G5 | Use a range of expanded noun phrases, adverbial phrases and prepositional phrases to add detail and develop ideas across a piece of writing as well as qualification and precision. | |  |
| G6 | Use fronted adverbial phrases for cohesion within and between paragraphs. | |  |
| G7 | Use modal verbs or adverbs to indicate degrees of possibility | |  |
| G9 | Use passive verbs to affect the presentation of information in a text. | |  |
| G10 | Ensure correct subject verb agreement and use a variety of tense throughout the evidence base e.g. continuous, perfect forms, modal, passive, active. | |  |
| G11 | Use vocabulary and structures that are appropriate for formal speech and writing including subjunctive form. | |  |
| G12 | Use description and dialogue to move action forward. | |  |
| G13 | Create settings, character, atmosphere and plot in detail. | |  |
| G14 | Use sub heading and headings in non-fiction writing. | |  |
| G15 | Use paragraphs to organise ideas. | |  |
| **Punctuation** | | | |
| P1 | To edit and correct punctuation errors | |  |
| P2 | Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man), man eating shark (a man eating a shark). | |  |
| P3 | Use commas to clarify meaning and avoid ambiguity in writing e.g. after fronted adverbial phrases, for embedded clauses, for relative clauses, lists. | |  |
| P4 | Control the use of inverted commas for direct speech, reported speech and quotations. | |  |
| P5 | Use colon to introduce a list and semi colon within a list. | |  |
| P6 | Use semi colons, colons or dashes to mark boundaries between independent clauses accurately. | |  |
| **Spelling** | | | |
| S1 | To edit and correct spelling errors | |  |
| S2 | able / ible, ably / ibly | |  |
| S3 | Suffixes beginning with vowels to words ending in ‘fer’ | |  |
| S4 | Homophones such as ce / se and other common homophones | |  |
| S5 | cious / tious | |  |
| S6 | ough letter strings | |  |
| S7 | cial / tial | |  |
| S8 | Generating words from prefixes and roots. | |  |
| S9 | Spell words with the suffixes ant, ancy and ance and ence and ency | |  |