

St Vincent's Catholic Primary School

Together Through Christ We Grow and Learn

	<u> </u>	My Year 6 Learning Journey for		
ıd	I am Working Towards Year 6's objectives with support (Emerging)	I am Working Towards Year 6's objectives (Developing)	I am Achieving Year 6's objectives (Secure)	
	I can use a dictionary with support to check meaning and spelling of words in my writing.	I can use a dictionary confidently to check spelling and meaning of words in my writing.	* I can use a dictionary confidently and quickly to check the spelling or meaning of uncommon or more ambitious vocabulary, choosing the most efficient way to find a word	
Spelling &	I can correctly spell phonically regular or familiar common polysyllabic words correctly, including some words from the Year 3 and 4 word list (or words of similar difficulty). I can use legible handwriting which is often joined.	*I can correctly spell many words in my writing, including some words from the Year 5 and 6 word list and most words from the Year 3 and 4 word list (or words of similar difficulty). *I can use neat and legible joined handwriting while beginning	*I can correctly spell neatly all words in my writing, including from the Year 5 and 6 word list (or words of similar difficulty using the Year 5 /6 spelling patterns). *I can use fluent, legible handwriting joined handwriting when writing at speed My	
		to increase the speed of writing. My presentation is usually good.	presentation is good.	
	With some support such as a checklist, I can write for a range of purposes. I sometimes use an appropriate structure, vocabulary and tone for the genre, showing some awareness of my reader.	* I can write for a range of purposes. I often use an appropriate structure, formal or informal style, vocabulary and tone throughout, showing good awareness of my reader at many points.	*I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and purpose of writing. I nearly always use an appropriate structure, formal or informal style, vocabulary and tone throughout.	
	My stories have a plot with a clear beginning, middle and ending.	My plot is developed clearly and mostly makes sense to the reader.	My plot makes sense and is convincing to the reader as it develops throughout my story. Different plot techniques elements such as an early narrative 'hook', a build-up of tension/ surprise/ an unexpected /satisfying ending keep my reader interested.	
sation	I can, with some support, organise my writing into a sequence of paragraphs.	*I can use paragraphs to organise my ideas. I use some cohesive devices to link my ideas logically within and across paragraphs.	*I can link my ideas smoothly and logically within and across paragraphs by using a range of 'cohesive devices' including conjunctions, adverbials of time and place, pronouns and synonyms.	
& Organisation	I use some appropriate features of the genre with support to organise and present my non-fiction writing and help my reader eg headings or sub-headings.	I use some appropriate features of the genre to organise and present my non-fiction writing and help my reader.	I use a wide range of appropriate features to organise and present my non-fiction writing effectively and help my reader eg questions as headings or sub-headings, bullet points, tables, columns, glossary, fact-box.	
Content	I can describe characters and settings in some detail.	*I can describe setting and characters effectively.	*I can describe settings, characters and atmosphere in narrative to engage my reader,	
Č	I use interesting and varied vocabulary to affect my reader including some simple similes.	I can choose interesting, precise words and phrases sometimes using a thesaurus to help me and I can make some deliberate word choices to have an effect on my reader. I use some figurative language including similes, metaphors and personification.	I can deliberately choose imaginative, precise and emotive words and phrases to have a effect on my reader, using a thesaurus when I need to. I often use a range of figurative language including similes, metaphors and personification and colloquialisms.	
	I use some adverbs and expanded noun phrases to add detail. I add detail by using adverbs and a range of effective expanded noun phrases to convey detailed information.		I add detail and precision to my writing by using adverbs, preposition phrases and effective expanded noun phrases to convey detailed information concisely, sometimes with expansion before and after the noun eg 'studious pupils with completed homework and no overdue essays'.	
Gram	I can usually write in the correct tense and can find and correct some mistakes in tense with support.	*I can nearly always write in the correct tense, using different verb forms which are mostly accurate.	*I can write in the correct verb tense consistently throughout my writing and can use a range of different verb forms eg changing tense for effect in narrative eg for a flashback o a letter.	



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	_	I can use some simple modal verbs or adverbs to explain how possible something may be.	I can use a growing range of modal verbs or ad how possible something may be.	verbs to explain	*I can use a range of modal verbs or adverbs mostly appropriately: e.g. value, shall, should, can, could, may, might, definitely, clearly, to explain accurate possible something may be.	will, would, ely how 2		
	-	I can, with support, change passive to active verbs or active to passive.	I can identify passive and active verbs, and am the passive voice in my writing.	beginning to use	* I can use the passive voice mostly appropriately in my writing to affect information is presented.	<u>how</u> 1 3		
	-	I can write simple and sometimes compound and complex sentences. I can use some different types of sentence openers.	I can write a range of different sentence types (and complex) by using co-ordinating and sub-conjunctions. I can use a range of different sen	ordinating	I can use a wide range of sentence structures (simple, compound and comp sentences of different lengths and sentences that begin in different, intereuse a wide range of clause structures (including relative clauses) and som their position within the sentence.	sting ways. \underline{I}		
	-	I can mark the beginning and end of most of my sentences accurately and sometimes use other punctuation eg commas accurately in sentences or colons to introduce lists.	*I can mark the beginning and end of most sentences accurately and use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.		*I can use a wide range of punctuation taught at Key Stage 2 mostly correctly within n sentences eg inverted commas, commas for clarity and other punctuation to separate clauses eg semi-colons, dashes, colons.			
	-	I can sometimes use brackets correctly to add extra information to my writing.	I can sometimes use punctuation for parenthesi brackets, commas.	is correctly:	I can use punctuation for parenthesis mostly correctly: eg brackets, dashe	es or commas 1 6		
	-	I can use dialogue with mostly correct inverted commas in my stories.	I can include often correctly punctuated dialog which sometimes shows what a character is lik on.		*I can integrate mostly correctly punctuated dialogue (speech) in my stor what characters are like and to move the story forward, including some c where appropriate.	ies to show ontractions 7		
Editing		I can proof-read writing and spot and correct some spelling, punctuation and grammar mistakes. I can sometimes suggest how vocabulary, grammar or punctuation can be changed to make meaning clearer.	I can proof-read writing with general accuracy and spot and correct most spelling, punctuation and grammar mistakes. I can suggest how vocabulary, grammar or punctuation can be changed to make meaning clearer or to have a better effect on the reader.		I can proof-read writing with precision and quickly spot and correct most spelling, punctuation and grammar mistakes. I can suggest and clearly explain how vocabulary, grammar or punctuation could be changed to make meaning clearer or to have a better effect on the reader, redrafting to improve my work.			
My Learning Reflection								
	This term in my Writing, I have improved				step in my Writing is to			
Au	tumn	:						
Spring								
Summer								



DO NOT PRINT THIS PAGE

- All underlined steps with an asterisk are taken from the Key Stage 2 Teacher Assessment Framework 2018-19
 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/681421/Teacher_assessment_frameworks_at_the_end_of_key_stage_2_for_use_from_the_2018_to_2019_academic_year_onwards.pdf
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.