



Y6 SPAG Writing Targets

Working at the expected standard in Y6
I write effectively for a range of purposes and audiences across a range of genres by selecting language that shows good awareness of the reader.
I can use adverbials of time and place, repetition, pronouns, synonyms to build cohesion within paragraphs.
I can use repetition of a word or phrase, adverbials (e.g., on the other hand, in contrast) and ellipsis to link ideas across paragraphs.
I can use full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, preposition phrases, apostrophes for contraction and singular and plural possession, all direct speech punctuation, commas for clarity, punctuation for parenthesis, relative clauses and the full range of coordinating and subordinating conjunctions.
I use commas or dashes to mark relative clauses beginning with an omitted relative pronoun.
I can use hyphens to avoid ambiguity.
I can use semi colons, colons and dashes to mark the boundary between independent clauses.
I can use subordination including with the removal of the subordinating conjunction. e.g., Clearing Grandad's desk, Ellie switched the computer on.
I can use fronted adverbials for manner, time, place and number to link ideas across paragraphs.
I can use expanded noun phrases sometimes with an additional modifying adjective. e.g., the mottled, blue butterfly with the broken wings.
I can use the reporting clause at the beginning, middle or end of direct speech and I use a new paragraph when a new speaker speaks.
I can integrate dialogue/direct speech to convey character and advance the action.
Identify the subject and object of a sentence.
I can write using the passive voice to affect how information is presented.
Recognise the subjunctive form correctly in very formal writing or speech. e.g., If I were...
I can identify and name simple present, simple past tense, progressive present and progressive past tenses.
I can use terminology to identify types of determiners. (articles, possessive, interrogative, demonstrative and quantifiers)
I can identify, use and name all verb tenses.
I can use 'if, if, if, then' sentences. e.g., If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.
I can use 'three adjectives – question' sentences. e.g., Greed, jealousy, hatred – which of these is most evil?
I can use 'Some; others' sentences. e.g., Some people love football; others just can't stand it.
I can spell most words correctly including spelling all common exception words correctly (KS1, Y3/Y4 and Y5/6).
I consistently produce legible joined handwriting including when writing at speed.
Working at greater depth in Y6
I can write effectively for a range of purposes and audiences across a range of genres, drawing independently on what I have read as models for my own writing.
I can distinguish between the language of speech and writing and choose the appropriate register.
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
I can use the full range of punctuation taught correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
I can use 'outside/inside' sentences. e.g., Kate ate the cake that was given to her with enthusiasm and delight. (At the same time, she wished she had turned down the offer).
I can use 'Imagine 3 examples:' sentences. e.g., Imagine a place where the sun always shines, where wars never happen, where no one dies: in the Andromeda system, there is such a planet.



Y6 SPAG Writing Targets

Working at the expected standard in Y6
I write effectively for a range of purposes and audiences across a range of genres by selecting language that shows good awareness of the reader.
I can use adverbials of time and place, repetition, pronouns, synonyms to build cohesion within paragraphs.
I can use repetition of a word or phrase, adverbials (e.g., on the other hand, in contrast) and ellipsis to link ideas across paragraphs.
I can use full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, preposition phrases, apostrophes for contraction and singular and plural possession, all direct speech punctuation, commas for clarity, punctuation for parenthesis, relative clauses and the full range of coordinating and subordinating conjunctions.
I use commas or dashes to mark relative clauses beginning with an omitted relative pronoun.
I can use hyphens to avoid ambiguity.
I can use semi colons, colons and dashes to mark the boundary between independent clauses.
I can use subordination including with the removal of the subordinating conjunction. e.g., Clearing Grandad's desk, Ellie switched the computer on.
I can use fronted adverbials for manner, time, place and number to link ideas across paragraphs.
I can use expanded noun phrases sometimes with an additional modifying adjective. e.g., the mottled, blue butterfly with the broken wings.
I can use the reporting clause at the beginning, middle or end of direct speech and I use a new paragraph when a new speaker speaks.
I can integrate dialogue/direct speech to convey character and advance the action.
Identify the subject and object of a sentence.
I can write using the passive voice to affect how information is presented.
Recognise the subjunctive form correctly in very formal writing or speech. e.g., If I were...
I can identify and name simple present, simple past tense, progressive present and progressive past tenses.
I can use terminology to identify types of determiners. (articles, possessive, interrogative, demonstrative and quantifiers)
I can identify, use and name all verb tenses.
I can use 'if, if, if, then' sentences. e.g., If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.
I can use 'three adjectives – question' sentences. e.g., Greed, jealousy, hatred – which of these is most evil?
I can use 'Some; others' sentences. e.g., Some people love football; others just can't stand it.
I can spell most words correctly including spelling all common exception words correctly (KS1, Y3/Y4 and Y5/6).
I consistently produce legible joined handwriting including when writing at speed.
Working at greater depth in Y6
I can write effectively for a range of purposes and audiences across a range of genres, drawing independently on what I have read as models for my own writing.
I can distinguish between the language of speech and writing and choose the appropriate register.
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
I can use the full range of punctuation taught correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
I can use 'outside/inside' sentences. e.g., Kate ate the cake that was given to her with enthusiasm and delight. (At the same time, she wished she had turned down the offer).
I can use 'Imagine 3 examples:' sentences. e.g., Imagine a place where the sun always shines, where wars never happen, where no one dies: in the Andromeda system, there is such a planet.

