

Y6 Letter Writing: I Can Checklist

Working towards the expected standard:	✓
I can use the correct features of my text type.	✓
I can use the correct tense consistently.	✓
I can use paragraphs to organise my ideas.	✓
I can describe my character and setting.	N/A
I can try to use some linking words/phrases, including adverbials, between sentences and paragraphs. (e.g. first, then, after, while, significantly, likewise, for instance etc. as well as repetition and ellipsis)	✓
I can use different verb forms.	✓
I can use co-ordinating conjunctions (FANBOYS - for, and, nor, but, or, yet, so)	✓
I can use subordinating conjunctions (e.g. so, after, although, because, until, since, when, despite, consequently, as a result, therefore.)	✓
I can use capital letters.	✓
I can use full stops.	✓
I can use question marks.	✓
I can use commas for lists.	✓
I can use exclamation marks.	✓
I can use apostrophes for contractions	✓
I can spell most words correctly, including statutory spelling words from years 3 and 4.	✓
I can spell some words correctly from the year 5 and 6 statutory spelling word list.	✓
I can use neat, joined handwriting.	✓

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Working at the expected standard:	✓
I can create the appropriate atmosphere in my writing.	N/A
I can choose vocabulary and sentence structure that matches the formality of my text.	✓
I can use a range of linking words/phrases, including adverbials, to join sentences and paragraphs together. (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis	✓
I can use passive verbs. (e.g. The Spanish team were <u>beaten</u> by France or The sweets were eaten by the children.)	✓
I can use modal verbs. (e.g. can, could, should, would, etc.)	✓
I can use multi-clause sentences (e.g. a sentence with two or more clauses e.g. a subordinate clause opener, two clauses joined by a conjunction, etc.)	✓
I can use single clause sentences for effect - short and snappy sentences.	✓
I can use relative clauses within my sentences starting with who, which, where, when, whose and that. (e.g. <u>My mum, who is a great chef</u> , cooked dinner for me.)	✓
I can use preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)	✓
I can use adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)	✓
I can use expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)	✓
I can use inverted commas.	N/A
I can use commas for clarity.	✓
I can use apostrophes for possession.	✓
I can use brackets, dashes and commas for parenthesis.	✓
I can try to use semi-colons to separate clauses although not always correctly.	✓
I can try to use dashes to separate clauses, although not always correctly.	✓
I can try to use colons to separate clauses, although not always correctly.	✓
I can try to use hyphens, although not always correctly.	✓
I can spell most words correctly, including statutory spelling words from years 5 and 6.	✓
I can use neat, joined handwriting.	✓

Y6 Letter Writing: I Can Checklist Ticked

Working at greater depth:	✓
I can select my vocabulary precisely for effect.	✓
I can make grammatical choices for effect.	✓
I can select verb forms for effect.	✓
I can use the full range of punctuation from KS2, mostly correctly.	✓
I can use semi-colons to mark independent clauses.	✓
I can use colons to mark independent clauses.	✓

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I can use different verb forms.	
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