

Y6 Information Text: Biography

I Can Checklist

Y6 I Can Checklist	✓
Working towards the expected standard:	
I can write for a range of purposes.	
I can use paragraphs to organise ideas.	
In fiction writing, I can describe settings and characters.	
In non-fiction writing, I can use simple devices, such as headings, sub-headings and bullet points) to structure my writing, and make it easier for the reader to understand.	
I can use mostly correctly: capital letters	
I can use mostly correctly: full stops	
I can use mostly correctly: question marks	
I can use mostly correctly: commas for lists	
I can use mostly correctly: apostrophes for contraction	
I can spell most of the Y3/Y4 spelling words correctly.	
I can spell most of the Y5/Y6 spelling words correctly.	
I can write in a neat and legible style.	
I can write effectively for a range of purposes and audiences.	
I can select language carefully to help and entertain the reader (e.g. the use of the first person in a diary; addressing the reader directly using 'you' in instructions and persuasive writing).	
In fiction writing, I can describe settings, characters and atmosphere.	
In fiction writing, I can include dialogue to give clues about a character and move on the story.	
I can select vocabulary and grammatical structures that reflect the genre of writing I am working on most of the time (e.g. using contracted words in dialogue; using passive verbs to present more formal information; using modal verbs to show possibility).	

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I can use a range of linking devices within and across my paragraphs (e.g. conjunctions, adverbials of time and place, referring back to people using pronouns, synonyms).	
I can use verb tenses consistently and correctly throughout my writing.	
I can use the full range of punctuation taught at key stage 2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.	
I can spell most Y5/Y6 spelling words and can use a dictionary to check the spelling of more ambitious words.	
I can write using a legible, joined and speedy style.	
I can write effectively for a range of purposes and audiences.	
I can select the appropriate style, layout and language for every piece of writing and use what I have read as a model for my own writing.	
I can recognise that certain features of spoken language (e.g. contracted words, colloquial language, question tags) are less likely to be used in writing.	
I can confidently switch between levels of formality:	
in formal writing, by: using some passive sentence structures.	
in formal writing, by: using technical and precise vocabulary.	
in formal writing, by: using some subjunctive verb forms.	
in formal writing, by: using modal verbs to suggest possibility.	
in informal writing and speech, by: using informal/ conversational language.	
in informal writing and speech, by: using idioms, clichés, slang, dialect or colloquialisms.	
in informal writing and speech, by: including question tags.	
in informal writing and speech, by: referring directly to the reader.	
in informal writing and speech, by: using contracted words.	
I can use the full range of punctuation taught at key stage 2 correctly, including semi-colons, dashes, colons and hyphens.	
When necessary, I can use punctuation precisely to enhance meaning and avoid ambiguity in sentences.	