

Name:

Group:

Year 6 Writing Assessment

| Working towards the expected standard | | | | | | | |
|---|--|--|--|--|--|--|--|
| The pupil can: | | | | | | | |
| write for a range of purposes | | | | | | | |
| use paragraphs to organise ideas in narratives, describe settings and characters | | | | | | | |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | | | | | | | |
| use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly | | | | | | | |
| spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* | | | | | | | |
| write legibly | | | | | | | |
| Working at the expected standard | | | | | | | |
| The pupil can: | | | | | | | |
| write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) | | | | | | | |
| in narratives, describe settings, characters and atmosphere | | | | | | | |
| integrate dialogue in narratives to convey character and advance the action | | | | | | | |
| select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) | | | | | | | |
| use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | | | | | | | |
| use verb tenses consistently and correctly throughout their writing | | | | | | | |
| use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) | | | | | | | |
| spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | | | | | | |
| maintain legibility in joined handwriting when writing at speed. ('Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'). | | | | | | | |

The highlighting refers to objectives focused on in each term: Yellow- Autumn, Blue – Spring and Green - Summer