- =	Not applicable
√ =	Achieved
. =	Not achieved

Year 6 Writing Assessment

The pupil can write for a range of purposes and audiences (including writing a short story) Text types:									
Working towards the expected standard									
• using paragraphs to organise ideas									
• in narratives, describing settings and characters									
• in non-narrative writing, using simple devices to structure the writing and support the reader	headings								
	sub-headings								
	bullet points								
• using mostly correctly	capital letters								
	full stops								
	question marks								
	commas for lists								
	apostrophes for contraction								
• spelling most words correctly (years 3 and 4)									
• spelling some words correctly (years 5 and 6)									
• write legibly									

The pupil can write for a range of purposes and audiences (including writing a short story) Text types:									
Working at the expected standard									
• selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and persuasive writing)									
• in narratives:	describing settings								
	describing characters								
	describing atmosphere								
• in narratives, integrating dialogue to convey character and advance the action									
• selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately:	using contracted forms in dialogues in narratives								
	using passive verbs to affect how information is passed								
	using modal verbs to suggest degrees of possibility								
• using verb tenses consistently and correctly throughout their writing									
• using a range of devices to build cohesion within and across paragraphs:	conjunctions								
	adverbials of time and place								
	pronouns								
	synonyms								
• using the range of punctuation taught at Key Stage 2 mostly correctly	inverted commas								
	commas for clarity								
	punctuation for parenthesis								
• making some correct use of	semi-colons and colons								
	dashes								
	hyphens								
• spelling most words correctly (years 5 and 6) and using a dictionary to check the spelling of uncommon and more ambitious vocabulary									
• maintaining legibility in joined handwriting when writing at speed.									

Year 6 Writing Assessment

The pupil can write for a range of purposes and audiences (including writing a short story) Text types:									

Working at the expected standard									
• selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and persuasive writing)									
• in narratives:	describing settings								
	describing characters								
	describing atmosphere								
• in narratives, integrating dialogue to convey character and advance the action									
• selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately:	using contracted forms in dialogues in narratives								
	using passive verbs to affect how information is passed								
	using modal verbs to suggest degrees of possibility								
• using verb tenses consistently and correctly throughout their writing									
• using a range of devices to build cohesion within and across paragraphs:	conjunctions								
	adverbials of time and place								
	pronouns								
	synonyms								
• using the range of punctuation taught at Key Stage 2 mostly correctly	inverted commas								
	commas for clarity								
	punctuation for parenthesis								
• making some correct use of	semi-colons and colons								
	dashes								
	hyphens								
• spelling most words correctly (years 5 and 6) and using a dictionary to check the spelling of uncommon and more ambitious vocabulary									
• maintaining legibility in joined handwriting when writing at speed.									

The pupil can write for a range of purposes and audiences. Text types:									

Working at greater depth									
• selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)									
• distinguishing between the language of speech and writing and choose the appropriate register									
• exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this									
• using the full range of punctuation taught at Key Stage 2 correctly and, when necessary, using some punctuation to enhance meaning and avoid ambiguity	semi-colons to mark the boundary between independent clauses								
	colons to mark the boundary between independent clauses								
	dashes								
	hyphens								

To be used in conjunction with 'English Assessment Appendix' (grammar and expectation documents).