



Year 6 Writing Assessment Grid

Writing
Focus:

NAME:		Year:	Date:						
Working towards the expected standard in Year 6									
Write effectively for a range of purposes, knowing key features of a genre									
Use paragraphs to organise ideas									
In non-narrative writing, use simple devices to structure the writing and support the reader	headings								
	sub-headings								
	bullet points/numbers								
In narratives, describe settings & characters using noun phrases expanded in different ways									
Use the full range of punctuation taught in KS1 and so far in KS2, mostly correctly	full stops / capital letters								
	question marks								
	exclamation marks								
	commas for lists								
	apostrophes for contraction								
	apostrophes for possession								
	commas after fronted adverbials,								
Spell most words correctly from year 3/4 spellings and some words from year 5/6 spellings at least 'Detective' spelling booklet									
Write legibly									
Working at the expected standard in Year 6									
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader <i>e.g. the use of the first person in a diary; direct address in instructions & persuasive writing; using similar writing as a model (WAGOLL & other texts)</i>									
In narratives, describe settings, characters, and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture	appropriate & effective vocabulary choices								
	prepositional phrases								
	fronted adverbials								
	expanded noun phrases								
	relative clauses								
Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech									
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately	contracted forms in dialogues in narrative								
	passive verbs to affect how information is presented								
	modal verbs to suggest degrees of possibility								
Use a range of devices to build cohesion within and across paragraphs	conjunctions								
	adverbials of time and place								
	pronouns								
	synonyms								
	Other e.g. repetition ellipsis connections								
Use verb tenses consistently and correctly throughout their writing									
Use the range of punctuation taught at Key Stage 2 mostly correctly (this list is in addition to the WTS list)	commas for clarity and to avoid ambiguity								
	brackets, dashes, and commas for parenthesis								
	colons								
	semi-colons								
	hyphens								
Spell most words correctly from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary at least 'Monster' spelling booklet									
Maintain legibility in joined handwriting when writing at speed									
Editing skills for vocabulary, grammar, & punctuation to enhance effects & clarify meaning									
Working at greater depth in Year 6									
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing <i>e.g. literary language, characterisation, structure</i>									
Distinguish between the language of speech and writing and choose the appropriate register <i>e.g. the level and style of your writing appropriate to context - formal, informal</i>									
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this									
Use the full range of punctuation taught at KS2 correctly & precisely to avoid ambiguity <i>e.g. semi-colons, colons and dashes to mark boundaries between clauses</i>									

Year 5/Year 6 POS	Pupils should be taught to
Writing Transcription – Spelling (See English Appendix 1)	- use further prefixes and suffixes and understand the guidance for adding them - spell some words with ‘silent’ letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus
Writing Transcription – Handwriting	- write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task
Writing – Composition	- plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – Vocabulary, Grammar and Punctuation	- develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - learning the grammar for year 5 in English Appendix 2 (highlighted in red) - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Appendix 2

Word Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; ify] **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]

Sentence **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]

Text Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Terminology modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity,