

Year 6: Writing Assessment Overview

Pupil Name:		End of Yr 5: PRE/ WTS/ EXS/ GDS				Date of completion			
Working Toward 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-heading, bullet points									
Use mostly correctly:	capital letters								
	full stops								
	question marks								
	commas for lists								
	apostrophes for contraction								
Spell most words correctly (years 3 and 4)									
Spell some words correctly (years 5 and 6)									
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. use of 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 times and place, pronouns, synonyms) within and across paragraphs									
Use verb tenses consistently and correctly throughout their writing									
Use mostly correctly	inverted commas								
	commas for clarity								
	punctuation for parenthesis								
	semi-colons								
	dashes								
	colons								
	hyphens								
Spell most words correctly (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary									
Maintain legibility in joined writing, when writing at speed									
Working at Greater Depth									
The pupil can write effectively for a range of purposes and audiences:									
Select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)									
Distinguish between the language of speech and writing and choose the appropriate register									
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this									
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity									

