

## Year 6 Writing Assessment Grid

Date and genre of work:								
<b>Working towards the expected standard in Y6</b>								
<b>The pupil can:</b>								
write for a range of purposes								
use paragraphs to organise ideas <a href="https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/z9n73k7">https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/z9n73k7</a>								
in narratives, describe settings and characters <i>using noun phrases expanded in a variety of ways</i> <a href="https://www.youtube.com/watch?v=iZpLT0xv-KI">https://www.youtube.com/watch?v=iZpLT0xv-KI</a>								
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) <a href="https://www.youtube.com/watch?v=JpVTo7bTnXU">https://www.youtube.com/watch?v=JpVTo7bTnXU</a>								
use capital letters, full stops, question marks, commas for lists, <i>apostrophes for singular possession</i> and apostrophes for contraction mostly correctly <a href="https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/">https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/</a>								
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list <a href="http://www.ictgames.com/littleBirdSpelling/">http://www.ictgames.com/littleBirdSpelling/</a>								
write legibly <a href="https://www.youtube.com/watch?v=2NQ6uS8blwY">https://www.youtube.com/watch?v=2NQ6uS8blwY</a>								
write for a range of purposes, <i>knowing key features of a genre</i> <a href="https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide%20to%20text%20types%20final-1.pdf">https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide to text type s_final-1.pdf</a>								
<b>Working at the expected standard in Y6</b>								
<b>The pupil can:</b>								
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 and persuasive writing</i> ), using <i>similar writing as a model (WAGOLL and other texts)</i> <a href="https://www.bbc.co.uk/bitesize/clips/zt3nvcw">https://www.bbc.co.uk/bitesize/clips/zt3nvcw</a> <a href="https://www.theschoolrun.com/what-is-persuasive-text">https://www.theschoolrun.com/what-is-persuasive-text</a>								
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, <i>e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</i> <a href="https://www.theschoolrun.com/what-are-fronted-adverbials">https://www.theschoolrun.com/what-are-fronted-adverbials</a> <a href="https://www.theschoolrun.com/what-is-a-relative-clause">https://www.theschoolrun.com/what-is-a-relative-clause</a> <a href="https://www.theschoolrun.com/what-are-prepositions">https://www.theschoolrun.com/what-are-prepositions</a>								
integrate dialogue in narratives to convey character and advance the action, <i>using correctly punctuated speech</i> <a href="https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p">https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p</a>								
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) <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn">https://www.bbc.co.uk/bitesize/topics/zwwp8mn</a>								
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs <a href="https://www.youtube.com/watch?v=CQBcWxO_oVQ">https://www.youtube.com/watch?v=CQBcWxO_oVQ</a>								
use verb tenses consistently and correctly throughout their writing <a href="https://www.theschoolrun.com/what-is-verb-tense">https://www.theschoolrun.com/what-is-verb-tense</a>								
use the range of punctuation taught at key stage 2 mostly correctly, <i>e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists</i> <a href="https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/">https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/</a>								
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 <a href="http://www.ictgames.com/littleBirdSpelling/">http://www.ictgames.com/littleBirdSpelling/</a>								
maintain legibility in joined handwriting when writing at speed. <sup>2</sup>								
<b>Working at greater depth in Y6</b>								
<b>The pupil can:</b>								

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 (e.g. literary language, characterisation, structure) <a href="https://www.theschoolrun.com/primary-literacy-glossary-for-parents">https://www.theschoolrun.com/primary-literacy-glossary-for-parents</a> <a href="https://www.bbc.co.uk/bitesize/topics/zpccwmn">https://www.bbc.co.uk/bitesize/topics/zpccwmn</a>							
distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register <a href="https://www.theschoolrun.com/what-is-standard-english">https://www.theschoolrun.com/what-is-standard-english</a>							
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <a href="https://www.theschoolrun.com/what-is-standard-english">https://www.theschoolrun.com/what-is-standard-english</a>							
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons and colons <i>to mark boundaries between clauses, dashes and hyphens</i> ) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity <a href="https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/">https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/</a>							

8	Pupils should be taught to
Writing Transcription – Spelling  (See <a href="#">English appendix 1</a> )	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>
Writing Transcription – Handwriting	<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>
Writing – Composition	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul>

- 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 W and R

**Appendix 2 (Y6 Content)**

**Word** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]

How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

**Sentence** Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech & structures appropriate for formal speech & writing [for example, the use of question tags: *He’s your friend, isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal W & S]

**Text** Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

**Punctuation** Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]

Use of the colon to introduce a list and use of semi-colons within lists

**Punctuation** of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

**Terminology** subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points