

Year 6 Writing Assessment Grid

IMPORTANT : Please note that grammatical features should only be ticked when they add to the composition of a piece of writing, e.g. when they are used to add detail for the reader and are not just added because they are on a tick list.

Date and genre of work:								
Working towards the expected standard in Y6								
The pupil can:								
write for a range of purposes, <i>knowing key features of a genre</i> ^(SEP)								
use paragraphs to organise ideas ^(SEP)								
in narratives, describe settings and characters <i>using noun phrases expanded in a variety of ways</i> ^(SEP)								
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) ^(SEP)								
use capital letters, full stops, question marks, commas for lists, <i>apostrophes for singular possession</i> and apostrophes for contraction mostly correctly ^(SEP)								
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 in Y6								
The pupil can:								
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>), <i>using similar writing as a model (WAGOLL and 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, <i>e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</i>								
integrate dialogue in narratives to convey character and advance the action, <i>using correctly punctuated speech</i>								
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) ^(SEP)								
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs ^(SEP)								
use verb tenses consistently and correctly throughout their writing ^(SEP)								
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>								
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 ^(SEP)								
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning								
Working at greater depth in Y6								
The pupil can:								
write effectively for a range of purposes and audiences, selecting the appropriate and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) ^(SEP)								
distinguish between the language of speech and writing and choose the appropriate register ^(SEP)								
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 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								

Year 5/Year 6 POS	Pupils should be taught to
Writing Transcription – Spelling (See English Appendix 1)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 ○ précising 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: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 (Y5 Content)

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,

