

Year 6 Writing Assessment

Name:

Class:

Working towards the expected standard							
Use paragraphs to organise ideas							
Describe settings and characters							
Use headings, sub-headings and bullet points to structure non-fiction writing							
Use capital letters mostly correctly							
Use full stops mostly correctly							
Use question marks mostly correctly							
Use commas for lists mostly correctly							
Use apostrophes for contraction mostly correctly							
Spell most words correctly (Year 3 and 4)							
Spell some words correctly (Year 5 and 6)							
Produce legible handwriting							
Working at the expected standard							
Write for a range of purposes and audiences (including short stories)							
Describe settings, characters and create atmosphere							
Integrate dialogue to convey character and advance the action							
Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.	Use contracted forms in dialogue (narratives)						
	Use passive verbs						
	Use modal verbs						
Use a range of cohesive devices: adverbials, conjunctions, pronouns, synonyms - within and across paragraphs							
Use verb tenses consistently and accurately throughout							
Use the range of punctuation taught at Key Stage 2 mostly correctly	Use inverted commas						
	Use commas for clarity						

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Class:

	Use punctuation for parenthesis () - ,							
	Use semi-colons							
	Use dashes							
	Use colons							
	Use hyphens							
	Use an apostrophe for plural possession							
Spell most words correctly (Year 5 and 6)								
Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters - at speed								
Working at greater depth within the expected standard								
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)								
Identify the language of speech* and writing and choose when best to use them								
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 and precisely to enhance meaning and avoid ambiguity	Use semi-colons							
	Use dashes							
	Use colons							
	Use hyphens							

*Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.