

N/A = Not applicable → = Developing
 ✓ = Achieved . = Not achieved

Year 6 Writing Assessment

Name: _____

Working towards the expected standard

| | | | | | | | | |
|--|-----------------------------|--|--|--|--|--|--|--|
| Working towards the expected standard | | | | | | | | |
| The pupil can write for a range of purposes and audiences. | | | | | | | | |
| Text types: | | | | | | | | |
| • using paragraphs to organise ideas | | | | | | | | |
| • in narratives, describing settings and characters | | | | | | | | |
| • in non-narrative writing, using simple devices to structure the writing and support the reader | headings | | | | | | | |
| | sub-headings | | | | | | | |
| | bullet points | | | | | | | |
| • using mostly correctly | capital letters | | | | | | | |
| | full stops | | | | | | | |
| | question marks | | | | | | | |
| | commas for lists | | | | | | | |
| | apostrophes for contraction | | | | | | | |
| • spelling most words correctly (years 3 and 4) | | | | | | | | |
| • spelling some words correctly (years 5 and 6) | | | | | | | | |
| • write legibly | | | | | | | | |

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Year 6 Writing Assessment

Name: _____

Working at the expected standard

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|--|--|--|--|--|--|--|--|--|--|
| Working at the expected standard | | | | | | | | | |
| The pupil can write for a range of purposes and audiences (including writing a short story). Text types: | | | | | | | | | |
| • selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and persuasive writing) | | | | | | | | | |
| • in narratives: | describing settings | | | | | | | | |
| | describing characters | | | | | | | | |
| | describing atmosphere | | | | | | | | |
| • in narratives, integrating dialogue to convey character and advance the action | | | | | | | | | |
| • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: | using contracted forms in dialogues in narratives | | | | | | | | |
| | using passive verbs to affect how information is presented | | | | | | | | |
| | using modal verbs to suggest degrees of possibility | | | | | | | | |
| • using verb tenses consistently and correctly throughout their writing | | | | | | | | | |
| • using a range of devices to build cohesion within and across paragraphs: | conjunctions | | | | | | | | |
| | adverbials of time and place | | | | | | | | |
| | pronouns | | | | | | | | |
| | synonyms | | | | | | | | |
| • using the range of punctuation taught at Key Stage 2 mostly correctly | inverted commas | | | | | | | | |
| | commas for clarity | | | | | | | | |
| | punctuation for parenthesis | | | | | | | | |
| • spelling most words correctly (years 5 and 6) and using a dictionary to check the spelling of uncommon and more ambitious vocabulary | | | | | | | | | |
| • maintaining legibility in joined handwriting when writing at speed | | | | | | | | | |

To be used in conjunction with 'English Assessment Appendix' (grammar and expectation documents).

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Year 6 Writing Assessment

Name: _____

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences.

Text types:

- selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguishing between the language of speech and writing and choose the appropriate register
- exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- using the full range of punctuation taught at Key Stage 2 correctly and, when necessary, using such punctuation to enhance meaning and avoid ambiguity
 - semi-colons to mark the boundary between independent clauses
 - colons to mark the boundary between independent clauses
 - dashes
 - hyphens