

Year 6 Writing assessment

	1	2	3	4	5
Working Towards					
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 my writing and support the reader (heading, sub-heading, bullet points)					
Mark and edit work to check for tense consistency					
Capital letters (mostly)					
Full stops (mostly)					
Question marks (mostly)					
Exclamation marks (mostly)					
Commas for lists (mostly)					
Apostrophes for contraction (mostly)					
Spell most words correctly, including common exception words (year 3 and 4)					
Spell some words correctly, including common exception words (year 5 and 6)					
Legible joined handwriting					
Working At					
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)					
In narratives, describe setting, characters and atmosphere					
Integrate dialogue in narratives to convey character and advance the action					
Select vocabulary and grammatical structures that reflects what the writing requires mostly appropriately (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 range of coordinating conjunctions to build cohesion within and across paragraphs					
A range of subordinating conjunctions to build cohesion within and across paragraphs					
A range of adverbials of time and place to build cohesion within and across paragraphs					
Pronouns to build cohesion within and across paragraphs					
Synonyms to build cohesion within and across paragraphs					
Use of verb tenses consistently and accurately throughout writing					
Commas (mostly accurate)					
Inverted commas (mostly accurate)					
Ellipsis (mostly accurate)					
Spell 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, fluency and speed					

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Greater Depth				
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 (literary language, characterisation and structure)				
Distinguish between the languages of speech and writing and choose the appropriate register (formal and informal)				
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this				
Semi-colons correctly				
Dashes correctly				
Colons correctly				
Hyphens correctly				
When necessary, use semi-colons, dashes, colons and hyphens precisely to enhance meaning and avoid ambiguity				