

In Year Six, in writing, your child will be assessed against these criteria, at the end of the year...

Expected

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- Use paragraphs to organise ideas.
- In narratives, describe settings, characters and create atmosphere.
- In non-narrative writing, use simple devices to structure the writing and support the reader e.g. headings, sub-headings.
- Structure and organisation of writing is informed by its audience, purpose and context.
- Use a range of sentence structures e.g. fronted adverbials/compound/complex.
- Writing uses progressively varied and rich vocabulary.
- Use cohesive devices within and across sentences and paragraphs.
- Use co-ordinating conjunctions e.g. for, and, nor, but, or, yet, so.
- Use subordinating conjunctions e.g. if, since, after, when, as, while, although, before, until, because.
- Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
- Relative clauses successfully add detail and description.
- Use verb tenses consistently and correctly throughout their writing.
- Adverbs and modal verbs indicate degrees of possibility e.g. perhaps, surely, must, could.
- Tense choice and other devices build cohesion within and across paragraphs e.g. He had seen her before.
- Integrate dialogue in narratives to convey character and advance the action.
- 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 modal verbs to suggest degrees of possibility.
- Use of the passive to affect the presentation of information in a sentence.
- Use the range of punctuation taught at key stage 2 mostly correctly.
- Use of punctuation to mark the boundary between independent clauses. E.g. semi-colon, colon, dash
- Spell correctly most (80%) words from the year 5 and 6 spelling list.
- To know and use the spelling rules specified in Appendix 2 of the National Curriculum.
- Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.

Letter Formation

- Maintain legibility in joined handwriting when writing at speed.
- Develop handwriting that encourages speed, legibility and fluency.

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.
- Distinguish between the language of speech and writing and choose the appropriate register.
- 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, when necessary, use such punctuation precisely to enhance meaning, avoid ambiguity and to mark clause boundaries.
- Judicious choices of grammar and vocabulary manipulate meaning for the intended effect.
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- Selecting verb forms for meaning and effect
- Writing shows conscious control of paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect
- Overall cohesion is demonstrated through the deliberate manipulation of a range of well-chosen devices for effect
- Clauses are manipulated to emphasise relationships between complex ideas or to convey information succinctly
- Legible, fluent handwriting is consistently maintained when writing at sustained, efficient pace.
- Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning