



Name: _____

Year 6 Writing Assessment

Working towards the expected standard	B	P 1	P 2	P 3	P 4	P 5	P 6	Other evidence
Write a complete piece for the given purpose.								
Use paragraphs to organise ideas and link using a range of adverbials.								
In narratives, describe settings and characters - use adjectives, adverbs and figurative language.								
In non-narrative writing, use simple devices to structure the writing and support the reader <i>e.g. headings, sub-headings, bullet points</i>								
Use previously taught punctuation mostly correctly:								
Capital letters								
Full Stops								
Questions Marks								
Commas for lists								
Apostrophes for contraction								
Apostrophes for possession								
Commas for fronted adverbials and subordinate clauses.								
Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.								
Spell basic homophones mostly correctly (see board)								
Write legibly – letters are consistently the correct size and orientation								
Independently proof-read some errors in work and make some improvements.								
Working at the expected standard								
Write effectively for the purpose and audience <i>e.g. using the features of the text type, choosing vocabulary to suit the reader.</i>								
Select increasingly ambitious vocabulary and grammatical structures that reflect what the writing requires, doing this mostly <i>appropriately e.g using taught sentence structures effectively, using a range of ambitious vocabulary.</i>								
Create and describe settings, characters and atmosphere – use adjectives, adverbs, figurative language and emotion.								
Integrate dialogue in narratives to convey character and advance the action – use a broad range of speech verbs and use speech precisely.								
Use a range of devices to build cohesion within and across paragraphs <i>e.g. use a range of conjunctions, adverbials, pronouns and synonyms</i>)								

Use verb tenses consistently and correctly throughout their writing									
Use the range of punctuation taught at key stage 2 mostly correctly:									
Apostrophes for plural possession									
Semi colons									
Colons									
Brackets, dashes and/or commas for parenthesis									
Full punctuation for direct speech									
Hyphens									
Spell correctly most words from the year 5 / year 6 spelling list.									
Spell words with taught suffixes and prefixes mostly correctly e.g -ly, -ous, -ation, -able									
Spell most homophones correctly (see sheet)									
Check and correct the spelling of uncommon or more ambitious vocabulary using a dictionary where necessary.									
Use neat, joined handwriting quickly and consistently.									
Proof-read and correct most errors and make necessary improvements to the work.									
Working at greater depth									
Write for different purposes and audiences to demonstrate clearly an effective structure, a broad and relevant vocabulary and a range of literary techniques which draw upon further reading.									
Recognise and utilise the difference between writing for reading and writing for speaking and use an appropriate tone.									
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.									
Use the full range of punctuation taught at key stage 2 correctly and accurately and use such punctuation precisely to enhance meaning and avoid ambiguity.									

Additional Notes: