

YEAR 6 Child _____

Working towards the expected standard		A	B	C	D	E	F	G
Purpose of writing:	Entertain							
	Inform							
	Persuade							
	Discuss							
Using paragraphs to organise ideas.								
Describing settings.								
Describing characters.								
Use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).								
Using mostly correctly:	Capital letters and full stops.							
	Question and exclamation marks.							
	Commas for lists.							
	Apostrophes for contraction.							
Spelling most words correctly (year 3 and 4).								
Spelling some words correctly (year 5 and 6).								
Producing legible joined handwriting.								
Working at the expected standard (Must meet all of Working Towards)		A	B	C	D	E	F	G
Creating atmosphere.								
Write effectively - selecting language that shows good awareness of the reader.								
Integrating dialogue to convey character and advance the action.								
Select vocabulary and grammatical structures that reflect what the writing requires, doing this 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.							
Use a range of devices to build cohesion within and across paragraphs.	Co-ordinating conjunctions.							
	Subordinating conjunctions.							
	Adverbials of time and place.							
	Choice of pronoun or expanded noun phrase.							
	Synonyms.							
Use verb tenses consistently and correctly throughout.								
Making some correct use of:	Inverted commas.							
	Commas for clarity.							
	Punctuation for parenthesis.							
	Semi-colons.							
	Dashes.							
	Colons.							
Hyphens.								
Spell correctly 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 in joined handwriting.								
Working at greater depth (Must meet all of expected standard)		A	B	C	D	E	F	G
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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.							