

Child: _____

Year 6	Genre of Writing and Date Achieved
6E	
I can write legibly.	Children need to write legibly ; however, this does not need to be joined .
I can use paragraphs to organise my ideas.	Children need to organise ideas into paragraphs . They need to understand the purpose of a paragraph and know when to split a paragraph if they are too long.
I can write for a range of purposes.	These do not have to be text types, they can be a piece of descriptive writing, a narrative, a recount .
I can describe settings and characters in narratives.	Children should use the senses to describe a setting. Children can use a range of descriptive techniques, such as: expanded noun phrases (the glistening, frosty icicle); similes (the curtains covered the window, like a protective cloak shields a secret. The curtains covered the window as gracefully as a dancer twirling across the stage); metaphors (The curtains were a fortress); Fronted adverbials or prepositional phrases (In the distance, above the treetops); and conjunctions to extend a sentence and add detail (subordinate conjunctions, after, before, when, as. Co-ordinating conjunctions, and, but and so.) . Children should use the above skills to also describe characters.
I can use capital letters and full stops mostly correctly.	Children should be able to use capital letters and full stops , however, there may be some inconsistency. This should include capital letters for proper nouns (names of people or places) and the word I . Children can make some errors; however, it should not be more than once or twice .
I can use question marks mostly correctly.	Children should be able to use question marks to show their understanding of the differentiation between a question and a command or statement . Children can make some errors; however, it should not be more than once or twice .
I can use commas in a list mostly correctly.	Children should be able to use commas in a list , this can either be to show to adjectives in a list in an expanded noun phrase (the sleek, black cat), or for a list in a sentence (Sam, Jack and I) or (Butter, sugar and eggs) . Children should understand that the last item in this list should not include a comma but use and instead . There can be some errors in their writing when demonstrating this skill. Children can make some errors; however, it should not be more than once or twice .
I can use apostrophes for contractions mostly correctly.	Children should use apostrophes to show the omission of letters in a word. (won't – would not, can't – could not, I'd – I had) There can be some errors in their writing when demonstrating this skill. Children can make some errors; however, it should not be more than once or twice .
I can use brackets mostly correctly.	Children should be able to use brackets for parenthesis in their writing: The door (which squeaked loudly) swung open with a gust of wind. WBC (White blood cells) help to defend our body from infection. Children can make some errors; however, it should not be more than once or twice .
6E+	
I can maintain legibility in joined handwriting when writing at speed.	Children should be able to write neatly, joining their handwriting , however, allowance can be given for their own style . Writing should remain consistent throughout the length of their assessed write.

Child: _____

<p>I can use simple devices to structure the writing and support the reader in non-narrative writing (e.g. headings, sub-headings and bullet points).</p>	<p>Children should be able to use headings, subheadings and bullet points in their work, ensuring that they are used purposefully to guide the reader. (Heading: Tom Daley – Olympic Diver, Subheading: Early life, Bullet points: Used to split up items in a list.)</p>
<p>I can spell most words from the Year 3/4 Common Exception Words.</p>	<p>These should be added into the children’s writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR ¾ common exception words. Children can make some errors; however, it should not be more than once or twice. This can be assessed in a spelling test.</p>
<p>I can use commas mostly accurately throughout my writing, for a range of purposes.</p>	<p>Children should be able to use commas for a range of purposes: Commas for a list (see commas section in 6E), commas for ambiguity (I love my parents, Lady Gaga and Taylor Swift) The comma is used in this example to show that they love 4 people. Commas for subordinate clauses at the start of a sentence or embedded in a sentence: If we get time, we will go to the cinema. We will go to the cinema, if we get time, to see Spiderman. Commas for fronted adverbials: In the morning, I got up and made my bed. Children can make some errors; however, it should not be more than once or twice.</p>
<p>I can use relative clauses to add extra information. (SPAG)</p>	<p>Children should use relative clauses to add extra information into a sentence. Usually relating to a noun: (At the top of the house, shone a dazzling ruby, which pulsed like the beating of a heart.)</p>
<p>I can use and identify a range of conjunctions in my writing.</p>	<p>Children should be able to identify conjunctions used to extend a sentence and add detail (subordinate conjunctions, after, before, when, as – AWHITEBUS attached. Co-ordinating conjunctions, and, but and so – see FANBOYS attached).</p>
<p>I can use and identify adverbials of time and place in my writing.</p>	<p>Children should be able to identify adverbial of time and place in their writing. These do not have to be fronted adverbials and can sit anywhere in a sentence. The placement should be varied for effect and purpose. Adverbials for time: In the morning, I got up and made my bed. The concert, scheduled for Friday, was postponed due to unforeseen circumstances. Adverbials for place: She left her keys on the kitchen counter. At the top of the mountain, a breathtaking view unfolded before our eyes.</p>
<p>I can use a dictionary to check my spelling of uncommon or ambitious words.</p>	<p>For this skill, children should show evidence of editing their spelling in green pen.</p>
<p>I can make corrections to my own writing, e.g. spelling, punctuation and grammar.</p>	<p>For this skill, children should show evidence of editing their spelling, punctuation (omission of commas, full stops, brackets, dashes, ellipsis, question marks) and their grammar (rereading the sentence to ensure it makes sense by reading aloud, uplevelling adjectives and verbs)</p>
<p>6D</p>	
<p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p>	<p>Writing for 6D should focus on writing for a purpose, children should select language that uses authorial intent. If children are writing a description of a haunted house, the language used to allow the reader to feel scared whilst reading it: exuded an eerie silence, sinister ambiance, ghastly</p>

Child: _____

	<p>figure, malevolent spirits. Children should be exposed to this language through the sprinkle some sparkle lessons and the model text.</p>
<p>I can spell some words from Year 5/6 Common Exception Words.</p>	<p>These should be added into the children’s writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 5/6 common exception words. Children need to have attempted to write these words, however, only a few spellings need to be correct. This can be assessed in a spelling test.</p>
<p>I can describe settings, characters and atmosphere in narrative writing, e.g. using figurative language.</p>	<p>Children should use the same skills mentioned in 6E Setting and character descriptions. However, children should develop the use of skills to develop atmosphere. Children should be able to choose appropriate similes that add to the atmosphere of the text they are writing Description of a gingerbread house: The gingerbread house stood in the clearing, its candy cane pillars and gumdrop accents glistening like jewels in the winter sunlight. Children may also use relative clauses (see 6D relative clauses) and personification: The haunted house groaned under the weight of its own ghostly history, its timeworn walls whispering haunting tales of bygone horrors to the reluctant night.</p>
<p>I can use the correct verb tenses consistently and correctly throughout my writing.</p>	<p>Children should be able to use verbs that relate to the tense they are writing in. Remember a verb can be an action, but it is also a state of being (was, is, am, are, were, be, being, been). He was singing in the school choir. They were singing in the school choir.</p>
<p>I can use inverted commas mostly correctly and other punctuation to indicate direct speech.</p>	<p>Children need to be able to use inverted commas, full stops, commas and question marks correctly to punctuate direct speech. For 6D, a child should be able to use direct speech with a reported clause at the end of a sentence. “Hurry up!” shouted Amelia as she ran for the bus. “It’s raining again,” moaned Arthur as he glared glumly out the window. Children should also know that direct speech needs to start on a new line for each new speaker. Children can make some errors; however, it should not be more than once or twice.</p>
<p>I can use dashes mostly correctly.</p>	<p>Dashes are used as another way to punctuate parenthesis: She had a simple plan—pack a lunch, grab a book, and head to the park for a quiet afternoon. Children can make some errors; however, it should not be more than once or twice.</p>
<p>I can use and identify modal verbs. (SPAG)</p>	<p>Modal verbs and adverbs are used to show degrees of possibility (might happen) or certainty (will happen): (modal verb and adverb of certainty): She will definitely complete the project by the deadline. (modal verb of possibility): He might consider joining us for dinner later. See the attached list for examples.</p>
<p>6D+</p>	
<p>I can independently plan my own writing, by noting down and developing initial ideas and drawing on reading and research when necessary.</p>	<p>Children need to be able to organise their thoughts, ensuring that their work is purposefully structured. In the planning phase (refine) children should be able to add vocabulary that they have learnt within the unit. Children’s planning should be independent by this point (February), and they should be able to plan for purpose, thinking about the effect they want to have on the reader.</p>

Child: _____

<p>I can spell many words from Year 5/6 Common Exception Words.</p>	<p>These should be added into the children’s writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 5/6 common exception words. Children can make errors, for half of these spelling. This can be assessed in a spelling test.</p>
<p>I can use a range of devices to build cohesion within and across paragraphs.</p>	<p>Children should be able to use a range of skills to build cohesion: Using fronted adverbials: Next, then, after to guide the reader. Repetition can also be used as a cohesive device to highlight or emphasise important information. Using pronouns in a sentence allows you to refer to a noun without having to repeat it.</p>
<p>I can use colons mostly correctly in my writing.</p>	<p>Children should be able to use colons in a sentence to indicate that something is about to follow, such as a quotation, an example or list: She had a favourite colour: turquoise. The recipe calls for three main ingredients: flour, sugar, and eggs. There was only one explanation for his sudden disappearance: he had won the lottery. Children can make the occasional error – however, this should not be more than once or twice at the most.</p>
<p>I can use hyphens mostly correctly in my writing.</p>	<p>Children should be able to use hyphens in words and use them to reduce ambiguity in sentences. Twenty-seven, brother-in-law, man-eating.</p>
<p>I can use and identify passive verbs. (SPAG)</p>	<p>Children should be able to write using passive verbs. A sentence is written in passive voice when the subject is having something done to it. The mouse was chased by the cat. The present was unwrapped by the boy.</p>
<p>I can use synonyms and pronouns effectively in my writing to avoid repetition.</p>	<p>Children should be able to use pronouns (he, she, they, them) or use synonyms (words with the same meaning) to avoid repetition.</p>
<p>6S</p>	
<p>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogue, passive and modal verbs).</p>	<p>Children should be able to use vocabulary that is appropriate for their writing and reflects what they want the reader to feel. Children should use structure at sentence and paragraph level, to reflect the purpose of the text. Children should be able to manipulate grammar to add meaning. For example: Short sentences to show that the actions that are being written are happening in a short period of time - Lightning burst through the sky. Smash. Bang. Slash. Ellipsis to hold the reader back from what is happening next – A shadow towered above him – throat closing as he drew closer. It came from nowhere, an almighty whoosh. Then.... Silence... Children can make the occasional error – however, this should not be more than once or twice at the most.</p>
<p>I can spell most words from Year 5/6 Common Exception Words.</p>	<p>These should be added into the children’s writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 5/6 common exception words. Children can make the occasional error – however, this should not be more than once or twice at the most. This can be assessed in a spelling test.</p>

Child: _____

<p>I can integrate dialogue in narratives to convey character and advance the action.</p>	<p>Children should be able to show how a character feels or move the action forwards by showing what the character is doing. The direct speech should be integral to the content of the story. If the direct speech is taken away, the story should not make sense without it: "I've had enough of this!" exclaimed Amy as she stormed towards the door – Emotion Sarah exclaimed, "I can't believe you found the secret entrance!" as she led the way into the hidden chamber, her flashlight revealing ancient artifacts scattered across the floor. Children should also be able to experiment with the position of the reported clause in the sentence, this will affect the punctuation of direct speech.</p>
<p>I can use semi-colons mostly correctly in my writing.</p>	<p>Children should be able to use semi-colons to mark the boundary between two related main clauses. For example: My car is red; my friend's car is blue. Children can make the occasional error – however, this should not be more than once or twice at the most.</p>
<p>I can identify and use the progressive tense. (SPAG)</p>	<p>Past progressive: describes actions that took place in the past over a period of time. I was walking the dog when it started raining. Present progressive, describes an action that is happening now. She is tidying her room.</p>
<p>I can identify and use the perfect form (tense). (SPAG)</p>	<p>Past perfect tense: The past perfect describes an event that was completed in the past before something else happened. I had walked the dog by the time my mum got home from work. Present perfect: The present perfect describes something that happened in the past with a result in the present. She has spent all evening tidying her room.</p>
<p>I can identify and use the simple past, present and future tense. (SPAG)</p>	<p>Simple past tense: The past tense describes something that took place at a specific time and has finished. I walked the dog yesterday. Present tense: The present tense describes actions that happen regularly. She spends every evening tidying her room. Future tense: This describes an action that has not happened yet but may happen in the future. I will walk to the shops.</p>
<p>I can use subjunctive forms correctly within formal writing, e.g. If I were you... (SPAG)</p>	<p>Subjunctive form is a verb form used to express hypothetical situations, wishes, suggestions, or uncertainty. It often appears in clauses introduced by words such as "if," "whether" "that," or expressions of necessity, desire, or doubt. Hypothetical Situation: If I were rich, I would travel the world. Wishes: I wish he were here with us. Suggestions: The manager recommended that each employee be punctual. Uncertainty: It's essential that she be at the meeting tomorrow. Expressions of Necessity: It's necessary that she finish the report by Friday. Desire: The teacher requested that the students be attentive in class. Doubt: I doubt that he speaks Spanish fluently.</p>
<p>6S+</p>	
<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as a model for my own writing.</p>	<p>Children should write effectively for audience focusing on purpose and the effect they want from the reader (see examples in 6S). This should be independent and should draw on further reading. This should be accurate with no errors.</p>
<p>I can use the range of punctuation taught at KS2 correctly and when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>Children should use the following punctuation correctly, as defined within the above sections. Semi-colons, colons, dashes, brackets, hyphens, ellipsis and commas. Children</p>

Child: _____

	<p>should use the punctuation accurately and with purpose to enhance the meaning as mentioned in 6S.</p>
<p>I can distinguish between the language of speech and writing and choose the appropriate register.</p>	<p>Children should be able to recognise when it is appropriate to use formal or informal language, both in speech and in writing. This skill demonstrates that a child is confident in the understanding of language and the ability to adapt communication to different social and situational contexts. For example: Does a child adapt their formality when writing direct speech from the perspective of a head teacher? Does the child use informal language when referring to a small child speaking. When writing a story for a child in the lower years, does the child understand that the use of rhyme is important to help the children follow the story? Does the child add humour for purpose?</p>
<p>I can exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>	<p>Children should be able to manipulate grammar and vocab to reflect the formality of the piece. Formality should be appropriate for the intended effect on the reader. For example: a personalised recount of an event would be more informal that a description of the function of the heart. Children should be able to use punctuation effectively for purpose and levels of formality. Brackets are used in more formal pieces. Dashes are used in more informal pieces. Ellipsis is not used in formal pieces of writing. Children will also choose when it is appropriate to use figurative language to help guide the reader. Examples of figurative language are also appropriate and relate to the impact on the reader.</p>
<p>I can evaluate and edit my writing, by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Children will use editing for purpose. They will focus on additions and omissions to further the meaning they intend to have on the reader. Editing at the this level should be more than uplevelling and adding in or correcting punctuation. It should be redrafting what they have already written for the impact they wish to have on the reader. For example: Overwritten Sentence: The car was moving in a very slow and leisurely manner down the quiet and peaceful street. Rewritten with a Powerful verb: The car crawled down the serene street.</p>

Child: _____

F A N B O Y S

for and *nor* *but* or yet so

I S A W A W A B U B

if *since* as when although while *after* before *until* because

Year 6 Writing Assessment

Age Related Expectations Statements



Child: _____

Child: _____

