

RED – Interim framework
BOLD – PoS

Writing Assessment Overview– Year 6



	BLW	WTS	EXS	GDS
Transcription (T)	<p>a.I can spell correctly most words from the Year 3 /4 spelling list.</p> <p>b.I can spell correctly some words from the Year 5 / 6 spelling list.</p> <p>c.I can use the suffixes: _ible, _ibly, _able.</p>	<p>a.I can use the suffixes: _icious, _tious, _ough.</p> <p>b.I have some understanding of morphology and etymology and understand that some words need to be learnt specifically.</p>	<p>a.I can spell most words from the Year 5 / 6 spelling list correctly.</p> <p>b.I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>c.I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p>	<p>a.All aspects of my writing transcription are above national standard and are embedded.</p>
Handwriting (H)	<p>a.I can write legibly (not required to be joined).</p>	<p>a.I can maintain legibility when joining handwriting.</p>	<p>a.I can maintain legibility when joining handwriting at speed, making correct use of the diagonal and horizontal strokes. speed.</p>	<p>a.I can write legibly, fluently and with increasing</p>
Composition (C)	<p>a.I can identify the audience for and purpose of the writing, selecting the appropriate form.</p> <p>b.I can note and develop initial ideas, drawing on reading and research where necessary.</p> <p>c.I can write for a range of purposes.</p> <p>d.In narratives I can describe characters and setting.</p> <p>e.I can consider how authors have developed characters and settings from what I have read, listened to or seen performed.</p> <p>f.In narratives, I can create atmosphere.</p> <p>g.In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>h.I can use paragraphs to organise ideas.</p> <p>i.I can précis longer passages focusing on key facts.</p> <p>j.I can proof-read for spelling and punctuation errors.</p> <p>k.I can assess the effectiveness of my own and others' writing, (considering sentence and vocabulary variation).</p> <p>l.I can ensure correct subject and verb agreement when using singular and plural.</p>	<p>a.I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for my own.</p> <p>b.I can use paragraphs of varying length to achieve pace and emphasis and to structure the plot.</p> <p>c.I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>d.I can use the passive and active voice to enhance meaning.</p> <p>e.I can propose and implement changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>f.I can précis longer passages focusing on key messages e.g. what is being inferred.</p> <p>g.I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>a.I can 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 entry; direct address in instructions and persuasive writing).</p> <p>b.In narratives I can describe characters, setting and atmosphere.</p> <p>c.I can integrate dialogue into writing to convey character and advance action.</p> <p>d.I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using the contracted forms in dialogues in narrative, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>e.I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>f.I consistently demonstrate cohesion within and across paragraphs.</p> <p>g.I can maintain chronology /sequencing throughout a text.</p> <p>h.I can use a variety of sentence lengths for effect e.g. long and short sentences for description or suspense</p> <p>i.I can ensure correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>j.I can create presentations that are clear, effective and have impact.</p> <p>k.I can balance the use of dialogue, actions and description in narrative to engage the reader.</p>	<p>a.I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure).</p> <p>b.I can distinguish between the language of speech and writing and choose the appropriate register.</p> <p>c.I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>d.My writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect.</p> <p>e.The judicious choices of my grammar and vocabulary manipulate meaning for the intended effect.</p> <p>f.The structure and organisation of my writing is informed by its audience, purpose and context.</p> <p>g.I make precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.</p> <p>h.My writing shows conscious control of paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect.</p> <p>i.I demonstrate overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect.</p> <p>j.I evaluate the effectiveness of my own and others' writing and edit to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
Vocabulary, Grammar & Punctuation (VGP)	<p>a.I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</p> <p>b.I show general accuracy of punctuation within dialogue and sentences, throughout a piece of writing.</p> <p>c.I can integrate dialogue into writing to convey character and advance action.</p> <p>d.I can use modal verbs or adverbs to indicate degrees of possibility.</p> <p>e.I can punctuate bullet points consistently.</p>	<p>a.I can use passive verbs to affect how information is presented in a sentence.</p> <p>b.I can use contracted forms in dialogues in narrative.</p> <p>c.I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>d.I can use the expanded noun phrases to convey complicated information concisely.</p> <p>e.I can use commas to clarify meaning or avoid ambiguity.</p> <p>f.I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>a.I can use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate speech).</p> <p>b.I can use verb tenses consistently and correctly throughout my writing.</p> <p>c.I can use hyphens to avoid ambiguity.</p> <p>d.I can use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>e.I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing.</p>	<p>a.I can use the 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.</p> <p>b.I can manipulate clauses to emphasise relationships between complex ideas or to convey information succinctly.</p> <p>c.I can use subjunctive mood where appropriate, to suit both formal and informal situations.</p> <p>d.I can use a range of punctuation, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.</p> <p>e.I can use punctuation for clarity and emphasis, with only occasional errors in more ambitious constructions.</p>