

Stoke Writes

New Level Descriptors Assessment Grid for Writing: Path 6

Name _____

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	I can start!	I can link!	I can write it!	I can say it!	My Punctuation	My Spelling	My Presentation
	SW1	SW2	SW3	SW4	SW5	SW6	SW7
Path 6: Step 1 (Working Towards the Expected Standard)	<p><u>Uses some cohesive devices to build cohesion across a text.</u></p> <p><u>Beginning to use different structures typical of informal speech and formal speech.</u> (Subjunctive forms e.g. <u>If I were, Were they to come etc.</u>)</p>	<p><u>Uses coordinating and subordinating conjunctions.</u></p> <p><u>Uses some cohesive devices within and across sentences and paragraphs.</u></p> <p><u>Links ideas across paragraphs using a wider range of devices e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as: <u>On the other hand, In contrast or as a consequence</u>), and ellipses.</u></p> <p><u>Developing layout devices such as headings, sub-headings, columns, bullets, or tables to structure a text.</u></p>	<p><u>Can write for a range of purposes and viewpoints.</u></p> <p><u>Uses different verb forms mostly accurately.</u></p> <p><u>Describes settings and characters.</u></p> <p><u>Uses paragraphs to organise ideas.</u></p> <p>Evidence of writer's thoughts and feelings.</p> <p><u>A balance within narrative for action, description and dialogue.</u></p> <p><u>Uses appropriate language choices to give clarity, contrast and shades of meaning, e.g. uses conditional and modal verbs.</u></p> <p><u>Beginning to use passive to affect the presentation of information in a sentence, e.g. <u>The window in the greenhouse was broken.</u></u></p> <p><u>Routinely proof reads, redrafts, edits and publishes writing.</u></p> <p>Viewpoint is established and sustained.</p>	<p>Controls talk e.g. for succinctness or elaboration.</p> <p><u>Understands the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</u></p> <p><u>Understands the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</u></p>	<p><u>Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.</u></p> <p><u>Bullet points are used to list information.</u></p>	<p><u>Able to read and spell some words from the Year 5/6 word list.</u></p> <p>Spells -ough words accurately: <u>dough, tough, etc.</u></p> <p><u>Words with silent letters used in writing are spelt correctly.</u></p> <p><u>Recognises how words are related by meaning as synonyms and antonyms (e.g. <u>big, large, and little</u>).</u></p>	<p><u>Produces legible and fluent joined handwriting.</u></p> <p><u>Chooses the writing implement that is best suited to the task.</u></p>
Path 6: Step 2 (Working at the Expected Standard)	<p><u>Accurately uses a wide range of devices to build cohesion across a text.</u></p> <p><u>Routinely uses different structures typical of informal speech and formal speech.</u> (Subjunctive forms e.g. <u>If I were, Were they to come etc.</u>)</p> <p>Developing a growing awareness of clause manipulation for effect and impact on the reader.</p>	<p><u>Uses a wide range of clause structures, sometimes varying their position within a sentence.</u></p> <p><u>Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</u></p>	<p><u>Uses the subjunctive form in some very formal speech and writing.</u></p> <p><u>Passive verbs are used to affect the presentation of information in a sentence.</u></p> <p>Use of stylistic devices is clear: simile, metaphor, personification and alliteration etc.</p> <p><u>Action, description and dialogue are interwoven seamlessly. (Dialogue is integrated and moves the plot forward).</u></p> <p><u>Use appropriate language choices to give clarity, contrast and shades of meaning, e.g. using conditional and modal verbs. Informal and formal speech is used to enhance the integrity of the writing.</u></p> <p>Rhetorical questions are used to engage the reader and to elaborate viewpoints.</p> <p><u>Parenthesis is used for asides as well as to add additional information, both in fiction and non-fiction - or to explain technical words.</u></p> <p><u>Can write for a range of purposes and audiences (including writing a short story).</u></p> <p><u>Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</u></p> <p><u>Uses passive and modal verbs mostly appropriately.</u></p> <p><u>Selects the vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</u></p> <p><u>Creates atmosphere, and integrating dialogue to convey character and advance the action.</u></p>	<p>Performs own compositions using appropriate intonation, volume and movement so that meaning is clear.</p>	<p><u>Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.</u></p> <p><u>Makes some correct use of semi-colons, dashes, colons and hyphens.</u></p> <p><u>Semi-colons, colons or dashes are used appropriately to mark boundaries between independent clauses.</u></p> <p><u>Hyphens clarify ambiguity, e.g. <u>'man eating shark/ man-eating shark.'</u></u></p>	<p><u>Able to read and spell most words from the Year 5/6 word list.</u></p> <p><u>Aware of homophones and these are not confused e.g. <u>'except/accept' 'guessed/guest'</u></u></p> <p><u>Adds suffixes beginning with vowel letters to words ending in -fer (e.g. <u>referring, referee</u>).</u></p>	<p><u>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</u></p>
Path 6: Step 3 (Working at Greater Depth)	<p>Controls the manipulation of a range of clause structures for effect and to impact on the reader.</p> <p>Can create shifts in formality, use precise vocabulary choices and influence the reader.</p>	<p>Cohesive devices are used to sustain and change the mood, pace and emphasis within writing. For example, suspense, tension, relief, a chase, description etc.</p>	<p><u>Can write for a range of purposes and audiences.</u></p> <p><u>Selects verb forms for meaning and effect.</u></p> <p><u>Manages shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</u></p>	<p>Tailors talk specifically for purpose and audience.</p> <p>Ability to evaluate and critique their own and others performances with increasing sophistication.</p>	<p><u>Uses the full range of punctuation taught in KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</u></p>	<p>Spells age-related words accurately when writing across the curriculum.</p>	

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