



Name		Class of	
<b>Writing: Planning &amp; Assessment Y6</b>			
Statements	7-10	11-17	18-20
Attainment	<b>Year 6 Emerging</b>	<b>Year 6 Developing</b>	<b>Year 6 Secure</b>

<b>Y6 Writing- 20 statements and 8 KPIs</b>		<b>Which pieces of writing/date can the evidence be found?</b>		
1	Can spell all vocabulary correctly, apart from rare technical or obscure words.			
2	Can open and close writing in interesting, or dramatic ways, to engage the reader.			
3	<b>Can use the full range of punctuation, accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc.</b>			
4	Can write neatly, legibly and accurately in a fluent, joined style.			
5	Can correctly use a wide range of conventions appropriate to the context, (e.g. paragraphs, sub-headings, addendum, contents).			
6	<b>Can consciously use a wide range of sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, even though), adverbs, prepositions, verbs to open sentences.</b>			
7	<b>Can use clauses confidently and appropriately for audience and purpose.</b>			
8	Can use passive and modal verbs mostly appropriately.			
9	Can make implicit links within the text, (e.g. referring back to a point made earlier, or forward to more information or detail yet to come).			
10	Can use a range of techniques to interact or show an awareness of the reader, (e.g. action, dialogue, suspense, tension, direct comments).			
11	<b>Can adapt writing to the full range of purposes, always using an awareness of the audience.</b>			
12	<b>Can consciously vary the level of formality, depending on the audience and purpose.</b>			
13	Can sustain a convincing viewpoint throughout a piece of writing, (e.g. authoritative, expert, portrayal of character).			
14	<b>Can use a wide range of ambitious vocabulary accurately and precisely. (Should be words that are not usually used by a child of that age).</b>			
15	Can use 2 or more stylistic features to create effect within a text, (e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, impersonal voice).			
16	<b>Can use creative and varied sentence lengths and structures when appropriate, intermingling with simple structures for effect.</b>			
17	<b>Can always construct grammatically correct sentences, unless consciously using dialect for effect.</b>			
18	Can write with confidence, control and imagination, showing an established voice.			
19	Can use pertinent and precise detail as appropriate.			
20	Can summarise and organise material to support ideas and arguments with any necessary factual detail.			

<b>End of key stage 2 assessment – Working towards the expected standard</b>							
<ul style="list-style-type: none"> <li>• writing for a range of purposes</li> <li>• using paragraphs to organise ideas</li> <li>• in narratives, describing settings and characters</li> <li>• in non-narrative writing, using simple structuring devices (headings, sub-headings, bullet points)</li> </ul>	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	apostrophes for contraction						
	• spelling most words from the year 3/4 list correctly						
	• spelling some words from the year 5/6 list correctly						
	• writing legibly						

<b>End of key stage 2 assessment – Working at the expected standard</b>							
<ul style="list-style-type: none"> <li>• writing effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (first person in a diary, direct address in instructions and persuasive writing)</li> <li>• in narratives, describing settings, characters and atmosphere</li> <li>• in narratives, integrating dialogue to convey character and advance the action</li> <li>• selecting vocabulary and grammatical structures that reflect what the writing requires most appropriately (contracted forms in narrative dialogue, modal verbs suggesting degrees of possibility, passive verbs affecting how information is presented)</li> <li>• using a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms, prepositional phrases) within and across paragraphs</li> <li>• using verb tenses consistently and correctly</li> </ul>	inverted commas (direct speech)						
	apostrophes (plural possession)						
	commas (fronted adverbials, clarify meaning, avoid ambiguity)						
	parenthesis (brackets, dashes, commas)						
	semi-colons (marking clause boundary, separating items in a detailed list)						
	colons (marking clause boundary, introducing a list)						
	hyphens (spellings, avoiding ambiguity)						
	• spelling most words from the year 5/6 list correctly						
	• using a dictionary to check the spelling of uncommon and more ambitious vocabulary						
	• maintaining legibility in joined handwriting when writing at speed						

<b>End of key stage 2 assessment – Working at greater depth</b>							
<ul style="list-style-type: none"> <li>• writing 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 (literary language, characterisation, structure)</li> <li>• distinguishing between the language and speech of writing to choose the appropriate register (appropriately avoiding use of certain features of spoken language – contracted verb forms, grammatical informality, colloquial expressions, long co-ordinated sentences)</li> <li>• exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</li> <li>• using the range of punctuation taught at key stage 2 correctly and, when necessary, using such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>							