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| YEAR 6 WRITING ASSESSMENT GRID | NAME |
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| Non-negotiables | Accurate letter sizing with mostly joined handwriting |
| Can use brackets, dashes or commas to indicate parenthesis mostly correctly | Can use an apostrophe for omission and possession (both singular and plural) mostly correctly. |
| Can use commas to clarify meaning (eg Let's eat Grandma/Lets eat, Grandma) Paragraph accurately | To use relative clauses beginning with who, which, where, when, whose, that, or |
| Punctuate dialogue accurately using reporting clauses in different places. | |

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| Working towards the expected standard | | | |
| Write for a range of purposes | | | |
| Use paragraphs to organise ideas | | | |
| Describe settings and characters | | | |
| Use capital letters, full stops and question mark, apostrophes for contractions mostly accurately | | | |
| Spell most words correctly from Y3/4 list and some words from Y5/6 list | | | |
| Write legibly | | | |
| In non-narrative writing, use devices to structure the writing and support the reader | | | |
| Working at the expected standard | | | |
| Write for a range of purposes and audience, choosing language that shows awareness of the reader | | | |
| In narratives, describe settings, characters and atmosphere. | | | |
| Select vocabulary and grammar that reflect what the writing requires mostly appropriately (e.g. using contracted forms in dialogues; using passive verbs to affect how information is presented; using modal verbs | | | |
| Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) | | | |
| Use verb tenses consistently and correctly throughout their writing | | | |
| Use inverted commas accurately when using dialogue | | | |
| Use commas mostly accurately | | | |
| Punctuate parentheses mostly accurately and use semicolons and colons (in lists) with some accuracy. | | | |
| Can spell the majority Y5/6 common exception words within a dictated sentence. | | | |
| Working beyond the expected standard | | | |
| Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models (e.g. literary language, characterisation, structure): | | | |
| Use literary language thoughtfully to show characterisation | | | |
| Exercise an assured and conscious control over levels of formality, particularly through the use of grammar and vocabulary to achieve this | | | |
| Use suitable and thought-out structures | | | |
| Use the range of punctuation taught at KS2 and use it precisely to enhance meaning and avoid ambiguity: <i>Inverted commas, commas parenthesis, dashes, brackets</i> | | | |
| Use colons and semicolons to join clauses | | | |