Year Six Writing Assessment Framework **Name: _____** **BY END OF:**

Date and Genre of work:									Summary
Working Towards the Expected Standard									
The pupil can:									
1	Write for a range of purposes								
2	Use paragraphs to organise ideas								
3	In narratives, describe settings and characters								
4	In non-narrative writing, use simple devices to structure the writing and support the reader *(e.g. headings, sub-headings, bullet points)*								
5	Use mostly correctly		Capital letters						
			Full stops						
			Question marks						
			Commas for lists						
			Apostrophes for contraction						
6	Spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list								
7	Write legibly								
Working At the Expected Standard									
The pupil can:									
8	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (*e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)*								
9	In narratives, describe settings, characters and atmosphere								
10	Integrate dialogue in narratives to convey character and advance the action								
11	Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (*e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)*								
12	Use a range of devices to build cohesion within and across paragraphs (*e.g. conjunctions, adverbials of time and place, pronouns, synonyms)*								
13	Use verb tenses consistently and correctly throughout their writing								
14	Use the range of punctuation taught at key stage 2 mostly correctly		Inverted commas and other punctuation to indicate direct speech						
			Punctuation for parenthesis						
			Commas to clarify meaning or avoid ambiguity						
			Semi-colon						
			Colon						
			Dash						
			Hyphen to avoid ambiguity						
15	Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
16	Maintain legibility in joined handwriting when writing at speed								
Working at Greater Depth									
The pupil can:									
17	Write 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 (*e.g. literary language, characterisation, structure)*								
18	Distinguish between the language of speech and writing and choose the appropriate register								
19	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
20	Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity (*e.g. semi-colons, dashes, colons, hyphens)*								