

<u>Year 6 Writing Indicators</u>						
Name:						
School:						
A Child Working Towards the Expected Standard Can:						
Write for a range of purposes						
Use paragraphs to organise ideas						
In narratives, describe settings and characters						
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)						
Use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contraction mostly correctly						
Spell most words correctly, including common exception words (years 3 and 4)						
Spell some words correctly, including common exception words (years 5 and 6)						
Write legibly						
A Child Working At the Expected Standard Can:						
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						
In narratives, describe settings, characters and atmosphere						
Integrate dialogue in narratives to convey character and advance the action						
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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.						
Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, synonyms and pronouns.						
Use verb tenses consistently and correctly throughout their writing						
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)						
Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Maintain legibility in joined handwriting when writing at speed						



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School:

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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

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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.

Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, synonyms and pronouns.

Use verb tenses consistently and correctly throughout their writing

Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting when writing at speed

A Child Working At Greater Depth within the Expected Standard Can:

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, structure), characterisation and structure

Distinguish between the language of speech and writing and choose the appropriate register

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Use the range of 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.