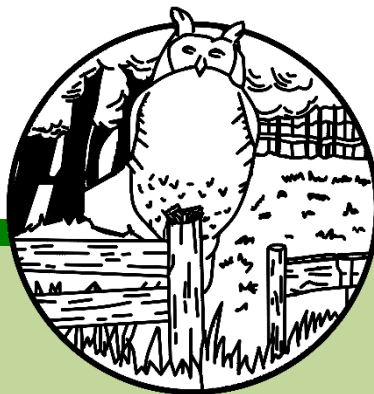


Year 6 Writing Criteria



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Year 6 Writing Criteria



Name: _____

Collection

Working Towards the Expected Standard

The pupil can write sentences that are sequenced to form a short narrative / cross curricular, after discussion with the teacher:

The pupil can write for a range of purposes and audiences							
using paragraphs to organise ideas							
describing settings and characters							
using some cohesive devices* within and across sentences and paragraphs							
using different verb forms mostly accurately							
using co-ordinating and subordinating conjunctions							
Demarcating sentences with capital letters and a range of punctuation	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	apostrophes for contraction						
spelling <u>most</u> words correctly* (year 3 and 4)							
spelling <u>some</u> words correctly* (year 5 and 6)							
producing legible joined handwriting.							

Working at the Expected Standard

The pupil can write for different purposes / cross curricular, after discussion with the teacher:

To be able to use a balance of descriptive detail and speech to create an atmosphere, convey character and move the pace of the writing on							
To select appropriate vocabulary/grammatical structures and use the appropriate level of formality to suit purpose							
To use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs to add fluency and link paragraphs together							
To use active, passive and modal verbs appropriately (find examples of active, passive and modal verbs)							
Modal verbs – probability (should, might, must, will etc.)							
Active verbs – the subject doing the action							
Passive verbs – the object is the focus							
To be able to use relative, embedded and subordinate clauses in sentences and vary your sentence openings/structure and types							
To make some correct use of	commas for clarity						
	punctuation for parenthesis						
	semi-colons						
	dashes						
	colons						
	hyphens						
Spelling most words correctly (year 5 and 6) - see curriculum list							
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters							
	colons to mark the boundary between independent clauses						

Working at Greater Depth Within the Expected Standard								
The pupil can write for different purposes, after discussion with the teacher:								
using the full range of punctuation taught at key stage 2 mostly correctly, including	semi-colons to mark the boundary between independent clauses e.g.							
	<ul style="list-style-type: none"> ‘Sophie enjoyed watching the film; Ryan Reynolds is her favourite actor.’ ‘I love chocolate; I dislike Brussel sprouts.’ 							
The pupil can write for a range of purposes and audiences	colons to mark the boundary between independent clauses e.g.							
	<ul style="list-style-type: none"> ‘It’s sunny: I’m going to play outside.’ 							
	Balanced argument/narrative/description/informal text							
	Both formal and informal							
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures. To write with originality, confidence and flair and to be able to use language devices effectively (rhetorical questions, similes, metaphors etc.)	Writing for purpose - viewpoint, persuasive, entertain							
	To vary the level of formality depending on the audience and to engage/entertain/interest them							
selecting verb forms for meaning and effect. To be able to vary verb forms for effect (see variety of verbs within a piece of written work – selected for purpose)								
Spell the majority of words correctly, including ambitious vocabulary (above age group)								
Range of sentence types used for clarity and effect (questions, statements and commands)								

To be at a standard ALL boxes must be ticked at least twice across 5 or 6 pieces of work. The preceding standard must also have been met. Children CANNOT be working at greater depth without meeting the handwriting requirements.

Definitions:

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)

Mastery in Writing – Year 6 Checklist

Before children are assessed against the mastery checklist, they need to be secure in the appropriate year group. The child will be able to produce at least one side of A4 writing that is coherent throughout. The writing should be accurate in the basic skills of writing, use the appropriate features of the text type, show evidence of an appropriate response to the writing task and must have a clear awareness of the purpose and audience. The writing used to assess the child at 'mastery' should be unaided.

1.	Spelling is always accurate, except for in the case of obscure or rare words	
2.	Opens and closes writing appropriately, often in interesting or dramatic ways.	
3.	Can use the full range of punctuation and does this usually accurately for a range of purposes – e.g. speech, effect, parenthesis, listing, subordination	
4.	Writing is neat, legible and joined.	
5.	Font is varied for impact – e.g. capitalisation, italics.	
6.	Use a range of layout conventions appropriately – e.g. paragraphs, subheadings, contents, footnotes etc.	
7.	A range of effective conjunctions are used (to contrast, link, add extra information, show passage of time, open sentences).	
8.	Clauses are used confidently and appropriately.	
9.	Overall cohesion is evident throughout the text - range of devices are used: Use of pronouns – e.g. my sister's on the phone. She says she needs the drill that she lent us. Use of definite article – e.g. When I looked out of the window yesterday I saw a man and a woman standing by the gate. The man was wearing a hooded jacket and the woman was carrying a baseball bat. Synonyms and hyponyms – e.g. there was so much delicious food on display, but I'm on a diet so I had to stick to the salad .	
10.	Demonstrates a clear awareness of audience e.g. including action, dialogue, suspense, tension etc.	
11.	Writes with confidence and imagination.	
12.	Adapts writing style for a range of different purposes.	
13.	Is able to consciously vary the formality of their writing to match the purpose or audience.	
14.	Sustains a viewpoint throughout a piece of writing, e.g. authoritative, expert, convincing.	
15.	The vocabulary used is above the level of a child of their age and is ambitious and is used accurately.	
16.	Uses 2 or more stylistic features within the text e.g. rhetorical question, alliteration, onomatopoeia, repetition, figurative language, passive voice, metaphor, simile, elaboration).	
17.	Sentences are constructed correctly.	
18.	Uses creative and varied sentence structures throughout the writing.	
19.	Can use pertinent and precise detail where appropriate.	
20.	Varies the sentence types used, e.g. questions, exclamations, statements, commands.	