

Writing Assessment Checklist

Year 6

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working towards the expected standard									
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									
using capital letters, full stops, question marks, exclamation marks, commas for lists									
and apostrophes for contraction mostly correctly									
spelling most words correctly* (years 3 and 4)									
spelling some words correctly* (years 5 and 6)									
producing legible joined handwriting									
Write for a range of purposes									
In non narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)									
Working at expected standard									
creating atmosphere, and integrating dialogue to convey character									
Integrating dialogue to advance the action									
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly									
using a range of cohesive devices, including adverbials, within and across sentences and paragraphs									
using passive and modal verbs mostly appropriately									
using a wide range of clause structures, sometimes varying their position within the sentence									
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision									
using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semicolons, dashes, colons and hyphens									
spelling most words correctly* (years 5 and 6)									
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters									
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)									
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary									
Describe settings, characters and atmosphere									
Working at Greater Depth									
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)									
distinguish between the language of speech and writing ³ 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.									