

Year 6 Writing KEY PERFORMANCE INDICATOR Assessment Framework Name: _____

Date and genre of work:									Summary
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Working towards the expected standard

The pupil can:									
write for a range of purposes									
use paragraphs to organise ideas									
in narratives describing settings and characters									
in non-narrative, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)									
use mostly correctly	capital letters								
	full stops								
	question marks								
	commas for lists								
	apostrophes for contraction								
spell most words correctly* (years 3 and 4)									
spell some words correctly* (years 5 and 6)									
produce legible handwriting (does not have to be joined)									

Working at the expected standard

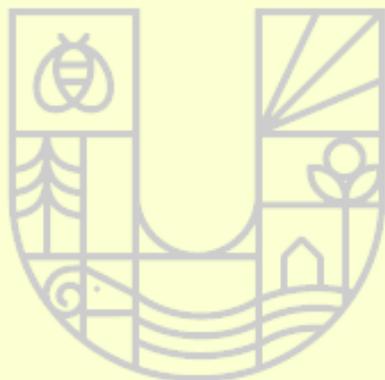
The pupil can:									
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)									
use organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)									
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 within and across paragraphs	conjunctions								
	adverbials of time and place								
	pronouns								
	synonyms								
use verb tenses consistently and correctly throughout their writing									
use mostly correctly (including to mark boundaries between independent clauses where appropriate)	inverted commas								
	apostrophes to mark plural possession								
	commas for clarity								
	commas after fronted adverbials								
	punctuation for parenthesis								
	semi-colons								
	dashes								
	colons								
hyphens									

spell most words correctly* (years 1-6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
maintain legibility, fluency and speed in handwriting through joined handwriting								
recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms								

Working at greater depth

The pupil 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, characterisation, 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 and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity:	semi-colons							
	colons							
	hyphens							



**Upper
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