

English Writing Assessment Year 6

Working Towards the Expected Standard

1.	I can write for a range of purposes.							
2.	I can use paragraphs to organise ideas.							
3.	In fictional writing, I can describe settings and characters.							
4.	In non-fiction, I can use simple devices to structure my writing; headings, sub-headings, bullet points.							
5.	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.							
6.	I can spell most Y3/Y4 spelling words correctly.							
7.	I can spell some Y5/Y6 spelling words correctly.							
8.	I can produce legible handwriting.							

Working At the Expected Standard

1.	I can write effectively for a range of purposes and audiences, selecting appropriate language.							
2.	In fictional writing, I can describe settings, characters and atmosphere.							
3.	I can integrate dialogue to convey character and advance the action.							
4.	I can select vocabulary and grammatical structures that reflect the level of formality required in a piece of writing mostly appropriately.							
5.	I can use a range of cohesive devices to make my writing flow, including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.							
6.	I can use verb tenses consistently and correctly throughout my writing.							
7.	I can use a range of punctuation taught throughout KS2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.							
8.	I can spell most Y5/Y6 spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
9.	I can maintain legibility in joined handwriting when writing at speed.							

Working at Greater Depth

1.	I can write effectively for a range of purposes and audiences, and draw on my own reading to make choices about vocabulary, structure and layout.							
2.	I can distinguish between the language of speech and writing and choose the appropriate style, e.g. using informal language and contracted words in spoken language.							
3.	I can exercise while having an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.							
4.	I can use the full range of punctuation taught at key stage 2, including colons, semi-colons, hyphens and dashes, and use it precisely to enhance meaning and avoid ambiguity.							