

# Year 6 Writing Assessment Framework



Working Towards the expected standard (b/b+)			
Write for a range of purposes		Paragraphs to organise ideas	
In narrative, describe settings and characters		In non-narrative use simple structural devices (e.g. headings,, sub-headings, bullet points)	
A . ? , (lists) '(contraction) (mostly correctly)		Spell most words correctly (3-4) Spell some words correctly (5-6)	
Produce legible handwriting			
Working At the expected standard (w/w+)			
Write effectively for a range of purposes and audiences. Select language that shows good awareness of the reader (i.e. 1 <sup>st</sup> person in diary; direct address in instructions and persuasive writing)		In narrative, describe: <ul style="list-style-type: none"> <li>• Settings;</li> <li>• Characters</li> <li>• Generate atmosphere;</li> </ul>	
Select vocabulary and grammar to reflect what the writing type requires (mostly appropriately): i.e. (contracted forms in dialogue/passive verbs to focus attention on those affected/modal verbs to show possibility)		Integrated dialogue conveys: <ul style="list-style-type: none"> <li>• character</li> <li>• advances the action.</li> </ul>	
Use the range of punctuation taught at key stage 2 <b>mostly correctly</b> (inverted commas for speech, commas for clarity, punctuation for parenthesis ((abc) ,abc, -abc-), some correct use of semi-colons, dashes, colons and hyphens).		Within and across paragraphs, use a range of cohesive devices (conjunctions, adverbials of time, adverbials of place, pronouns, synonyms, prepositional phrases, expanded noun phrases.)	
Use verb tenses consistently and correctly throughout.		Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check spelling of uncommon or ambitious vocabulary	
Maintain legibility in joined handwriting when writing at speed.			
Working at Greater Depth from the expected standard (s/s+)			
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		Distinguish between the language of speech and writing and choose the appropriate register (level of formality)	
Use a full range of punctuation correctly (: ; clauses, hyphens/dashes) and, when necessary use them to enhance meaning and avoid ambiguity.		Exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.	