

Year 6 Writing Assessment Grid

Name:							
Date of work							
Writing purpose							
Subject							
Working towards the expected standard	Composition: purpose and audience	Write for a range of purposes					
		In narratives, describe settings and characters.					
		Use paragraphs to organise ideas.					
		In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).					
		Make choices in drafting and revising writing, showing understanding of how these enhance meaning.					
		Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).					
	Punctuation	Use ... mostly correctly	capital letters.				
			full stops.				
			question marks.				
			commas for lists.				
			apostrophes for contraction.				
	Transcription	Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.					
Write legibly.							
Working at the expected standard in Y6	Composition: purpose and audience	Write effectively for a range of purposes & 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 & persuasive writing).					
		In narratives, describe settings, characters and atmosphere.					

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		Integrate dialogue in narratives to convey character and advance the action.						
		Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.						
	Grammar	Select vocabulary & 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 verb tenses consistently and correctly throughout their writing.						
	Punctuation	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).						
	Transcription	Spell correctly most words from the yr 5/yr 6 spelling list, & use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
Maintain legibility in joined handwriting when writing at speed								
Working at greater depth in Year 6	Composition: purpose and audience	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).						
	Grammar	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.						
Punctuation	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.							

* in the curriculum PoS but not in the assessment framework so evidence is optional