

Year 6 WRITING ASSESMENT CRITERIA The targets in Column A are the MET requirements for the programme of study

C	B	A
HANDWRITING		
<p>I can write legibly, fluently and with increasing speed/type with accuracy and increasing speed.</p> <p>I can choose the writing implement that is best suited for a task.</p> 	<p>I can write legibly, fluently and with increasing speed/type with accuracy and increasing speed.</p> <p>I can choose the writing implement that is best suited for a task.</p> 	<p>I can write legibly, fluently and with increasing speed, using a personal style/type with a selection of font styles. I can choose the writing implement that is best suited for a task.</p> <p>I can write legibly and fluently and consistently maintain this when writing at an efficient pace.</p> 
COMPOSITION		
<p>I can use further organisational and presentational devices to structure text and guide the reader - e.g. headings, bullet points, underlining.</p> <p>I can use specific and technical vocabulary to make my writing concise and informative.</p> 	<p>I can identify a range of organisational and presentational devices used to structure different text types.</p> <p>I can identify the audience and purpose of the writing, I can select the appropriate form and use other similar writing as models for my own.</p>	<p>I can use a wide range of devices to build cohesion within and across paragraphs</p> <p>I can select and use features appropriate to the text type – choice of person, and adaptation of content for genre and audience.</p> <p>I can control my use of paragraphing, deliberately shortening/expanding material emphasising or developing it for effect.</p> <p>I can use well chosen devices and technical vocabulary to make my writing concise and informative to guide the reader and to create effect.</p>
<p>I can research a topic and make concise and relevant notes.</p>	<p>I can research through reading, internet, film, discussion etc.</p>	<p>I can draw on reading and research to plan my writing. I can plan, structure and organise my writing informed by its audience, purpose and context.</p>
<p>I can recognise and use the different parts of a narrative to support my planning – e.g. beginning, build-up, problem, resolution,</p>	<p>I can maintain the viewpoint throughout</p>	<p>I can plan narratives, considering how authors have developed characters and settings in books I have read,</p>

<p>conclusion.</p> <p>I can plan/box up my ideas independently building in the different parts of the narrative to create different effects within a story e.g. climax/cliff hanger etc.</p>		<p>listened to or seen performed.</p> <p>I can maintain a convincing viewpoint throughout. I can try to change my formality and use stylistic devices to suit my audience and purpose.</p>
<p>I can use a range of techniques to advance the action (move the plot forward) in a narrative e.g. fronted adverbials, speech, expanded noun phrases</p>	<p>I can integrate dialogue to convey character (dialect, register etc...)</p>	<p>I can draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character (speaking in different ways) and advance the action (move the plot forward).</p> <p>I can control and sequence my writing taking account of the reader's likely reaction. e.g. differing paragraphs, anticipating reader's question, use of flashback</p>
<p>I can précis (summarise) longer passages.</p>	<p>I can précis (summarise) short texts (fiction and non-fiction) in a given number of words/sentences.</p>	<p>I can précis (summarise) a variety of texts (fiction and non-fiction).</p>
<p>I can use simile and metaphor in my writing to enhance effect and clarify meaning.</p> <p>I can understand and use synonyms and antonyms.</p>	<p>I can use grammatical devices (expanded noun phrases etc.) to enhance effect and clarify meaning.</p> <p>I can use specific and technical vocabulary to make my writing concise and informative.</p>	<p>I can choose vocabulary which is varied and often ambitious.</p> <p>I can use precise vocabulary and make grammatical choices (including deliberate use of the passive voice) for effect in both formal/informal styles.</p>
<p>I can write using correct subject and verb agreement and correct use of tense within a paragraph.</p> <p>I can write using correct subject and verb agreement when using singular and plural.</p>	<p>I can write using correct subject and verb agreement and correct use of tense within and across paragraphs (e.g. he had seen her before).</p>	<p>I can make choices about tense type and control these throughout a piece of writing.</p> <p>I can ensure the correct use of tense throughout a range of writing across narrative/non-fiction across the curriculum.</p>

<p>I can proof-read my own writing for spelling and punctuation errors. I can assess the effectiveness of my own and others writing. I can use a dictionary using the first 2 or 3 letters of a word to check its spelling.</p> 	<p>I can proof-read my own writing for spelling and punctuation errors. I can assess the effectiveness of my own and others writing. I can suggest changes to vocabulary, grammar and punctuation for effect and to clarify meaning. I can use a dictionary using the first 3 or 4 letters of a word to check its spelling.</p> 	<p>I can proof-read my own writing for spelling and punctuation errors. I can use a dictionary independently using the first 3 or 4 letters of a word to check its spelling. I can assess the effectiveness of my own and others writing. I can use a thesaurus to improve my vocabulary choices</p> <p>I can suggest and edit changes to vocabulary, grammar and punctuation for effect and to clarify meaning backed by reasons for my suggestions, including around structure and organisation.</p> 
<p>I can read my work aloud to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> 	<p>I can read my work aloud to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>I can read my work aloud to a group using appropriate intonation controlling the tone and volume so that the meaning is clear.</p> 
<p>VOCABULARY, GRAMMAR AND PUNCTUATION</p>		
<p>I know what a determiner, pronoun, possessive pronoun and adverbial is. I can identify them in my writing (see Year 6 appendix)</p> <p>I know what a modal verb, relative pronoun, relative clause is. I can use them in my writing</p> <p>I can choose pronouns and nouns carefully to avoid repetition.</p> <p>I can use fronted adverbials to vary sentence structure.</p>	<p>I can use a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>I can use range of punctuation consistently (: ;) to mark boundaries between main clauses.</p>	<p>I can use punctuation accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</p> <p>I can demonstrate fluent and appropriate use of punctuation, including some attempts to create effect.</p>

<p>I know what a bracket is and can explain why we use them in our writing.</p>	<p>I can use brackets consistently to indicate parenthesis.</p>	<p>I can use brackets consistently to indicate parenthesis.</p>
<p>I can use a range of organisational and presentational devices to organise my work (e.g. headings, bullet points, underlining) linking my ideas across paragraphs.</p> 	<p>I can use a range of organisational and presentational devices to organise my work (e.g. use of columns, bullet points, tables) to guide the reader across paragraphs.</p> 	<p>I can use devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).</p> <p>I can develop cohesion through the deliberate use of a range of well-chosen devices for effect.</p>
<p>I can use relative clauses beginning with <i>who</i> and <i>that</i>.</p>	<p>I can use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>.</p>	<p>I can use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun.</p> <p>I can use clauses to emphasise relationships between complex ideas or to convey information succinctly.</p>
<p>I can use modal verbs or adverbs to indicate degrees of possibility. (e.g. perhaps, surely, must, could)</p>	<p>I can begin to experiment in using modal verbs and adverbs to show degrees of possibility, probability and certainty.</p>	<p>I can use the perfect form of verbs to mark relationships of time and cause.</p>
<p>I can expand noun phrases, modifying adjectives, nouns and prepositional phrases – e.g. The teacher ☞ The <u>strict maths</u> teacher with <u>curly hair</u>. I can begin to use adverbials of time, place and number to build cohesion.</p>	<p>I can confidently convert nouns or adjectives into verbs. I can use verb prefixes. I can use adverbials of time, place and number to build cohesion.</p>	<p>I can use expanded noun phrases to convey complicated information concisely. I can use verb prefixes. I can confidently use adverbials of time, place and number to build cohesion and for effect in my writing.</p>

	I can identify the subject and the object within a sentence.	I can accurately write passive sentences – ‘ <i>The pyramids were built by slaves.</i> ’, instead of the active, ‘ <i>Slaves built the pyramids.</i> ’
<p>I can punctuate dialogue consistently and accurately.</p> <p>I can use hyphens to avoid ambiguity (e.g. heavy metal - detector / heavy - metal).</p> <p>I can use a colon to introduce a list</p> <p>I can use range of punctuation consistently (: ;) to mark boundaries between main clauses.</p>	<p>I can use punctuation accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</p> <p>I can use commas to indicate parenthesis.</p> 	<p>I can use a range of punctuation consistently (: ; -) to mark boundaries between main clauses.</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing (e.g. Go get the Dr! / Go, get the Dr!)</p> <p>I can use a full range of punctuation and I am consistently accurate. I can justify my reasons for using different forms of punctuation for effect.</p>
I can use vocabulary and structures typical of informal and formal language .	<p>I can use the subjunctive form – e.g. If <u>I were</u> to come in or <u>Were they</u> to come in.</p> <p>I can use vocabulary and structures typical of informal language.</p>	<p>I can use vocabulary and structures typical of informal language (such as the use of question tags – He’s your friend, <u>isn’t he?</u>) and structures appropriate for formal language and writing, including subjunctive forms.</p> <p>I can carefully choose vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood</p>
<p>I can use an appropriate range of ambitious and varied vocabulary.</p> 	<p>I can use an appropriate range of ambitious and varied vocabulary.</p>	<p>I can explain the differences between formal and informal writing.</p> 
Spelling		
<p>I can spell the words from the year 5 spelling list</p> <p>I can use dictionaries quickly and effectively</p>	<p>I can spell the words from the year 5/6 spelling list</p> <p>I can generally self-correct my spelling</p>	<p>My spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.</p>

	errors during proof reading.	I can consistently use accurate spelling throughout, including ambitious uncommon words or words with complex sound/symbol relationships.
I can learn the spellings and meanings of common homophones.	I can learn homophones and other words that are often confused	I can learn homophones and other words that are often confused e.g. descent: the act of descending (going down). dissent: to disagree/disagreement
I can use further prefixes and suffixes and understand the rules for using them.	My spelling is generally accurate, including most words with silent letters.	My spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.