**Trinity St Mary’s C of E Primary School Year 6 Writing Assessment Checklist**

These checklists link to the 2017 Interim Writing Assessment Framework for Key Stage 2 in writing. They are split into:

* working towards the expected standard
* working at the expected standard
* working at greater depth within the expected standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group’s aims.

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow teachers to make ‘best fit’ judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year.

The statements with the checklists are set out in colour-coded boxes: **pink** for composition; **green** for grammar and punctuation and **blue** for transcription.

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| **Working towards the expected standard:** | |  | | | | | |
| The pupil can write for a range of purposes: | |  |  |  |  |  |  |
| using paragraphs to organise ideas | |  |  |  |  |  |  |
| in narratives, describing settings and characters | |  |  |  |  |  |  |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | |  |  |  |  |  |  |
| **using mostly correctly:** | capital letters |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |
| commas for lists |  |  |  |  |  |  |
| apostrophes for contraction |  |  |  |  |  |  |
| spelling most words correctly (years 3 and 4) | |  |  |  |  |  |  |
| spelling some words correctly (years 5 and 6)\* | |  |  |  |  |  |  |
| write legibly1 | |  |  |  |  |  |  |

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

1 At this standard, there is no specific requirement for a pupil’s handwriting to be joined.

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| **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): |  |  |  |  |  |  |
| 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 (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs |  |  |  |  |  |  |
| use verb tenses consistently and correctly throughout their writing |  |  |  |  |  |  |
| use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) |  |  |  |  |  |  |
| spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary |  |  |  |  |  |  |
| maintain legibility in joined handwriting when writing at speed.2 |  |  |  |  |  |  |

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

2 The national curriculum states that pupils should be taught to ‘use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined’.

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| **Working at greater depth within the expected standard:** |  | | | | | |
| 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 writing3 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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ |  |  |  |  |  |  |

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

3 Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.