|  |  |  |  |  |  |  |
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| *A pupil’s writing should meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil’s attainment overall. A teacher’s professional judgement about whether the pupil has met the standard overall takes precedence.*  |  |  |  |  |  |  |
| **Working Towards the Expected Level for Year 6** |  |  |  |  |  |  |
| Writes for a range of purposes |  |  |  |  |  |  |
| Uses correctly  | capital letters |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |
| commas for lists  |  |  |  |  |  |  |
| apostrophes for contraction  |  |  |  |  |  |  |
| Uses paragraphs to organise ideas  |  |  |  |  |  |  |
| Describes characters and settings in narratives  |  |  |  |  |  |  |
| Uses simple devices to structure the writing and support the reader in non-narrative writing (e.g. headings, sub-headings, bullet points)  |  |  |  |  |  |  |
| Spells **most** Year 3/4 words correctly |  |  |  |  |  |  |
| Spells **some** Year 5/6 words correctly  |  |  |  |  |  |  |
| Produces legible joined handwriting  |  |  |  |  |  |  |
| **Working at the Expected Level for Year 6** |  |  |  |  |  |  |
| Writes 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 instruction and persuasive writing)  |  |  |  |  |  |  |
| Describes settings, characters and atmosphere in narratives  |  |  |  |  |  |  |
| Integrates dialogue in narratives to convey character and advance the action  |  |  |  |  |  |  |
| Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately  | uses passive verbs to affect how information is presented  |  |  |  |  |  |  |
| uses modal verbs to suggest degrees of possibility  |  |  |  |  |  |  |
| Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs  |  |  |  |  |  |  |
| Uses verb tenses consistently and correctly throughout a piece of writing  |  |  |  |  |  |  |
| Uses the range of punctuation taught at KS2 mostly correctly: | inverted commas and other speech punctuation  |  |  |  |  |  |  |
| dashes  |  |  |  |  |  |  |
| hyphens |  |  |  |  |  |  |
| colons in a list |  |  |  |  |  |  |
| semi-colons in a list  |  |  |  |  |  |  |
| (^*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)*  |  |  |  |  |  |  |
| Spells more words correctly (Years 5&6) and uses a dictionary to check the spelling of uncommon or more ambitious vocabulary  |  |  |  |  |  |  |
| Maintains legibility, fluency and speed in handwriting  |  |  |  |  |  |  |
| **Working at Greater Depth within the Expected Standard for Year 6** |  |  |  |  |  |  |
| Writes 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) |  |  |  |  |  |  |
| Distinguishes between the language of speech and writing and chooses the appropriate register  |  |  |  |  |  |  |
| Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this  |  |  |  |  |  |  |
| Uses the range of punctuation taught at KS2 correctly and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity.  | semi-colons for main clauses  |  |  |  |  |  |  |
| colons for main clauses  |  |  |  |  |  |  |
| dashes |  |  |  |  |  |  |
| hyphens  |  |  |  |  |  |  |

| Word list – years 5 and 6 |
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