

YEAR 6 Writing Assessment Checklist (2018 Framework)

Name:

Date:

Target:

Assessed Grade:

Main Learning Outcome(s):

Task:

1

ESSENTIAL NON-NEGOTIABLE FEATURES	No Evidence	Some Evidence	Clear Evidence
✪ Writing makes sense – Must be clear and easily understood by the reader			
✪ Writing is neat – Must be clear, neat and legible			
✪ Writing has correct basic sentence punctuation – Must have capital letters and full stops			
✪ Writing meets its purpose – Must be of a style to match purpose and audience			

WORKING TOWARDS THE EXPECTED STANDARD (WT)	No Evidence	Some Evidence	Clear Evidence
● Write for a specific purpose (or range of purposes)			
● Use paragraphs to organise ideas			
● In narratives, describe settings and characters			
● In non-narrative writing, simple devices to add structure and support the reader (headings, sub-headings, bullet points etc.)			
● Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly			
● Spell <u>most</u> words correctly (Year 3 and 4 list)			
● Spell <u>some</u> words correctly (Year 5 and 6 list)			
● Write neatly, legibly and accurately			
○ Can produce writing which has a clear structure			
○ Can use some adjectives, adverbs and similes for description			
○ Can vary sentences openers and use some coordinating and subordinating conjunctions			
○ Can use some interesting and ambitious words			

WORKING AT THE EXPECTED STANDARD (EX) - as above plus:		No Evidence	Some Evidence	Clear Evidence
● Write effectively for a purpose, or range of purposes and audiences, selecting language that shows good awareness of the reader (first person, third person, imperatives etc.)				
● 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 (contracted forms, passive verbs, modal verbs etc.)				
● Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns, synonyms etc.)				
● Use verb tenses consistently and correctly throughout the writing				
● Use a range of punctuation mostly correctly (commas, inverted commas, question marks and exclamation marks)				
● Spell <u>most</u> words correctly (from Year 5 and 6 list) and use a dictionary to check the spelling of uncommon and more ambitious vocabulary				
● Maintain legibility in joined handwriting when writing at speed				
○ Can use a wide range of sentence openers to show links between time and cause				
○ Can use similes and metaphors to aid description and emphasis points made				
○ Can produce thoughtful, considered writing (dialogue with audience, conjecture, opinion, explanation etc.)				
○ Can select from a wide range of known adventurous vocabulary for purpose and some words are particularly well chosen				
WORKING AT GREATER DEPTH (GD) - as above plus:		No Evidence	Some Evidence	Clear Evidence
● Write for a range of purposes and audience, selecting the appropriate form, drawing independently on what has been previously read as a model for writing				
● Distinguish between the language of speech (informality, colloquialism etc.) and writing and choose the appropriate register to use				
● Exercise and assured and conscientious control over levels of formality, particularly through manipulating grammar and vocabulary				
● Use a full range of punctuation mostly correctly (commas, semicolons, colons, inverted commas, hyphens, dashes, question marks, exclamation marks and ellipses) and, where necessary, use punctuation precisely to enhance meaning and avoid ambiguity				
○ Can interweave implicit and explicit links between sentences and paragraphs				
○ Can use literary features to create effect (alliteration, onomatopoeia, metaphors, similes etc.)				
○ Can select from a wide range of imaginative/ambitious vocabulary, using it precisely and almost always spelled correctly				

Grading

Grade	1	2	3	4	5	6	7
Standard			Working Towards	Expected		Greater Depth	

YEAR 6 SPELLING LIST

WT: 25 - 50%

E: 50 - 75%

GD: >75%%

accommodate	convenience	harass	profession	variety
accompany	correspond	hindrance	programme	vegetable
according	criticise	identity	pronunciation	vehicle
achieve	curiosity	immediately	queue	yacht
aggressive	definite	individual	recognise	
amateur	desperate	interfere	recommend	
ancient	determined	interrupt	relevant	
apparent	develop	language	restaurant	
appreciate	dictionary	leisure	rhyme	
attached	disastrous	lightning	rhythm	
available	embarrass	marvellous	sacrifice	
average	environment	mischievous	secretary	
awkward	equip(ment)	muscle	shoulder	
bargain	especially	necessary	signature	
bruise	exaggerate	neighbour	sincerely	
category	excellent	nuisance	soldier	
cemetery	existence	occupy	stomach	
committee	explanation	occur	sufficient	
communicate	familiar	opportunity	suggest	
community	foreign	parliament	symbol	
competition	forty	persuade	system	
conscience	frequently	physical	temperature	
conscious	government	prejudice	thorough	
controversy	guarantee	privilege	twelfth	

Exemplification of Expected Standard for Year 6

Description

As part of a focus on autobiography, pupils researched accounts of key moments in the lives of performers such as Olympic athletes and musicians. They then selected a particular performance or competition and described in detail the opening moments of their chosen event. This is an extract from their account of the performance.

The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be okay - nothing could possibly go wrong. I have been training for this since the age of three. Tall* Bulky men with headsets and clipboards keep ushering me in the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline ^{is} ~~was~~ circling its way