



Writing Standard -Year 6 Expectation

Name:

Skill	A1	A2	S1	S2	S1	S2
1	I can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)					
2	I can open and close writing in interesting, unusual or dramatic ways, when appropriate.					
3	I can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple sentences, plus effective placing of clauses.					
4	*I can write neatly, legibly and accurately and fluently, in a joined style.					
5	*I can vary the font for effect or emphasis when appropriate (print, italics, bold or capitalization, un-joined style). May only be one example.					
6	*I can use a wide range of layout conventions appropriately to the context e.g. paragraphs, sub and side-headings, addendum, footnote, contents, etc.					
7	*I can use a wide range of sophisticated connectives, including conjunctions, adverbs and prepositions, to show time, cause, sequence and mode, often to open sentences.					
8	*I can use adverbial phrases, prepositional phrases, expanded noun phrases or clause structures confidently and effectively to add detail, qualification and precision.					
9	I can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.					
10	*I can spell most words correctly in the NC Appendix 1.					
11	*I can group items for effect, before or after the verb.					
12	*I can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment.					
13	*I can write with confidence and imagination to create atmosphere, convey character or advance the action.					
14	*I can adapt writing for the full range of purposes, always showing awareness of audience and purpose.					
15	I always proof read my work for spelling, punctuation and grammatical errors, to clarify meaning and amend it as appropriate.					
16	I can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions, etc.					
17	I can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of my age).					
18	I can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation (turning verbs into nouns e.g. crime was increasing rapidly/the rapid increase in crime), impersonal voice or universal appeal.					
19	*I can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect.					
20	*I can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.					
21	*I can consciously vary levels of formality according to purpose and audience.					
22	*I can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.					
23	*I can select different verb forms for meaning and effect e.g. past perfect; present perfect; past progressive.					
Total number of strands met						

Assessment Key

0 - 6	7 - 10	11 - 14	15 - 22	23
Previous standard	Emerging	Developing	Secure	Secure +

Summative Assessment

Autumn 1 TA	Autumn 2 TA	Spring 1 TA	Spring 2 TA	Summer 1 TA	Summer 2TA