

Year 6

Working towards the expected standard (Y6)	
The pupil can write for a range of purposes	
Tense	<ul style="list-style-type: none"> • Past and present tense used consistently • Some variety in verb forms but not consistent
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> • Use a variety of sentence structures to enhance the effectiveness of writing • Some use of relative clauses
Level of detail	<ul style="list-style-type: none"> • Some use of expanded noun phrases to convey complicated information with greater precision
Cohesive devices	<ul style="list-style-type: none"> • Some use of devices to build cohesion within and across paragraphs using adverbs; adverbial phrases; a variety of nouns, pronouns and determiners to avoid repetition; and tense choices
Text structure and organisation	<ul style="list-style-type: none"> • Use paragraphs to organise ideas in both fiction and non-fiction
Punctuation	<ul style="list-style-type: none"> • Mostly correct use of capital letters, full stops, question marks, commas for lists and apostrophes for contraction • Some accurate use of brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas
Transcription	<ul style="list-style-type: none"> • Spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list • Spell correctly most words containing rules and patterns from Appendix 1 of year 3/year 4, and some words from Appendix 1 year 5/year 6
Edit and Evaluate	<ul style="list-style-type: none"> • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation • Proof-read for spelling and punctuation errors
Proof-read	

Working at the expected standard (Y6)

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

Tense	<ul style="list-style-type: none"> Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs) Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty Use passive voice, where appropriate, to affect how information is presented
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas Make appropriate choices of vocabulary and grammar to suit both formal and informal situations
Level of detail	<ul style="list-style-type: none"> Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel Integrate dialogue in narratives to convey character and advance the action
Cohesive devices	<ul style="list-style-type: none"> Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions) Use of appropriate choice of tense to support whole text cohesion and coherence
Text structure and organisation	<ul style="list-style-type: none"> Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader
Punctuation	<ul style="list-style-type: none"> Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points
Transcription	<ul style="list-style-type: none"> The full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 are applied mostly accurately Spell correctly most words from the Year 5/Year 6 spelling list Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Edit and Evaluate	<ul style="list-style-type: none"> Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register
Proof-read	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors

Working at greater depth (Y6)

The pupil can 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

Tense	<ul style="list-style-type: none"> Effective use of a variety of verb forms appropriate to the formality e.g. use of passive verbs and subjunctive in formal writing
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Distinguish between the language of speech and writing and choose the appropriate register
Level of detail	<ul style="list-style-type: none"> Draw on independent reading to develop characterisation and use of literary language Exercise an assured and conscious control over vocabulary choices for effect on the reader
Cohesive devices	<ul style="list-style-type: none"> Confident control of a wide range of devices to build cohesion successfully within and across paragraphs
Text structure and organisation	<ul style="list-style-type: none"> Paragraphs are manipulated for effect and used accurately to organise more complex narratives and non-fiction
Punctuation	<ul style="list-style-type: none"> Use the full range of KS2 punctuation correctly and precisely to enhance meaning and avoid ambiguity (Appendix 2)
Transcription	<ul style="list-style-type: none"> Spell correctly rules and patterns from Appendix 1 for year 5/6 Spell words from the year 5/6 spelling list correctly (Appendix 1) Handwriting is legible and fluent when writing at speed
Edit and Evaluate	<ul style="list-style-type: none"> Evaluate, edit and proof-read writing independently showing an awareness of the audience in editing choices made
Proof-read	