

YEAR 6 WRITING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. (50%)
3	Secure	A child has achieved the vast majority of objectives within that year group. (90%) <i>In order to be secure, a child must achieve 100% of key indicators (red.)</i>

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	SPELLING	HANDWRITING
Independently identifies the audience for and purpose of most writing, selecting the appropriate form. Uses models of similar writing as a resource to further develop grammatical structures, text organisation and vocabulary.	Uses a range of verb forms to affect the presentation of information in a sentence, e.g. modals, the subjunctive, active and passive.	Uses a wide range of devices to build cohesion within and across paragraphs, including repetition of a word or phrase for emphasis / effect; grammatical connections (adverbials, e.g. on the other hand, in contrast, or as a consequence); and ellipsis..	Uses an appropriate range of prefixes and suffixes and understands the guidance for adding them.	Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters.
Develops ideas for writing through research and wider reading.	Uses the perfect form of verbs to mark relationships of time and cause (He had to work hard, but he now has a place on the team.)	Creates whole text coherence and cohesion through appropriate and consistent choices of tense, across a range of verb forms.	Uses knowledge of morphology and etymology in spelling and correctly spells almost all words that need to be learnt specifically, as listed in English Appendix 1 Y6.	Chooses the writing implement that is best suited for a task.
Selects appropriate grammar and vocabulary to enhance meaning (my main concern is the long term threat to our environment; we found him cowering in a corner, trembling and whimpering quietly).	Uses expanded noun phrases to convey complicated information concisely (his courageous attitude throughout the battle; this elegant, yet deadly amphibian).	Uses a range of devices to aid layout and presentation e.g. columns, bullets, tables.		
Distinguishes between the language of speech and writing and chooses the appropriate register ("This'll be a right pain I reckon." / In my opinion, this could prove to be a difficult task).	Uses semi-colons, colons or dashes to mark boundaries between independent clauses (above national).	Uses paragraphs to develop and expand ideas, descriptions, themes or events in depth.		
Integrates dialogue within narrative to convey character and advance the action.	Uses a colon to introduce a list and semi colons to separate items in a list.			
Précis longer passages where appropriate.	Uses hyphens to avoid ambiguity.			
Assesses the effectiveness of own and others' writing, proposing changes to vocabulary, grammar and punctuation to clarify meaning or to enhance the effect on the reader.	Punctuates bullet points consistently.			
Proof reads and corrects spelling and punctuation errors in accordance with expected knowledge and effective use of a dictionary (See English Appendix 1 Y5 & 6 and Appendix 2 Y6).	Uses the grammatical terminology in English Appendix 2 Y1 - 6 when discussing own and others' writing.			
Develops ideas for characters and settings.	Uses relative clauses using a wide range of relative pronouns.			
Uses vocabulary and grammatical choices to suit informal and formal situations			<i>*All italics - LPS addition</i> <i>Red text: Key indicators. Evidence in children's independent writing. (100% for secure.)</i> <i>Black text: Requires assessment by other means (eg class/group observations).</i> <i>Green text: To be assessed through written work and other observations but used to inform, not over-rule, overall judgement. (Separately tested at end of KS.)</i>	