Year 6

Writing Assessment Indicators

Term 1	Term 2	Term 3
KPIs On-track for Expected Standard (EXS)	**KPIs On-track for Expected Standard (EXS)**	**KPIs Expected Standard (EXS)**
• Integrate dialogue in narrative to convey character and advance the action **(18)** • Selects appropriate form of writing for a task and similar writing **(2)** • Describe settings and characters building a distinct atmosphere • Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. • Write a recount in a specific form with a clear audience ensuring formality is appropriate • Use layout devices, such as headings, sub-headings, bullets and tables to structure texts **(15)** • Use adverbs, prepositional phrases and expanded noun phrases effectively **(13)** • Write effectively for each purpose and selected audience, selecting language which show good awareness of the reader **(22)** • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader • Draw on their knowledge of etymology and morphology to support spelling • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly **(7)** • Ensures sentences are grammatically correct through proof reading and correcting **(21)**	• In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly **(4)** • Use verb tenses consistently and correctly throughout their writing • Ideas planned into a planned coherent set of paragraphs which are varied in length and structure and supported by links between paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs **(3)** • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary **(6)** • Uses a range of main, subordinate and relative clauses to develop and explain ideas **(16)** • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Maintain legibility in joined handwriting when writing at speed **(1)** • Understands how words are related as synonyms and antonyms and use them correctly **(8)** • Uses a wide range on clause structures, varying their position in the sentences **(10)**	• In narratives, uses imaginative detail and precise vocabulary for effect, e.g. describe settings, character and atmosphere **(5)** • Integrate dialogue in narratives to convey character and advance the action • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs **(20)** • Uses an advanced range of conjunctions which fit in the style of writing **(17)** • Beginning to take control over levels of formality **(19)** • Uses different verb forms accurately **(12)** • Use passive voice to effect the presentation of information within a sentence **(14)** • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious • Maintain legibility in joined handwriting when writing at speed • Writes and performs own compositions confidently, using appropriate intonation, volume and movement **(23)** • Can identify, understand and use terminology accurately and appropriately in discussing writing and reading **(25)**
KPIs On-track for Greater Depth (GDS)	**KPIs On-track for Greater Depth (GDS)**	**KPIs Greater Depth (GDS)**
• Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Consciously control the structure of sentences • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Evaluate, draft and re-draft own and others writing **(24)**	• Use a non-linear structure to show assured and conscious control of formality for different shifts of time • Independently choose vocabulary and language features appropriately for the style and tone of the text • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes • Distinguish between the language of speech and writing and choose the appropriate register • Choose to combine different text types and associated language features for effect and specific purpose • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Independently enhance the effectiveness of writing through reading, evaluating and redrafting	• 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 • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this • Make effective choices, revisions and purposeful omissions to impact on and interest the reader • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity **(9)**

Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chosen Texts Aut 1: Stay Where You Are and the Leave Aut 2: The Boy in the Striped Pyjamas Spr 1: The Skellig Spr 2: The Graveyard Book Sum 1: Wonder Sum 2: Can You See Me **Archaic Texts** Treasure Island, Watership Down, Oliver Twist **Novels** Wonder, The Girl of Ink and Stars, Fly by Night, Northern Lights **Non-linear Time Sequences** Holes, The Eye of the NorthThe Clockwork Sparrow **Complexity Of the Narrator** Wonder, Watership Down, When My Namewas Keoko **Complexity of the Plot** Skellig, The Lady of Shallot **Resistant Texts** A Monster Calls. The LieTree,	**Narrative** **Expected Standard:** Write a five-part story using language to evoke mood and atmosphere and develop characterisation. **Transform for GDS:** Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere. **Recount** **Expected Standard:** Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. **Transform for GDS:** Write the same recount for two or three audiences, appealing to each one through managed shifts of formality	**Narrative** **Expected Standard:** Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour **Transform for GDS** Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere. **Non-Chronological report** **Expected Standard:** Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. **Transform for GDS** Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	**Narrative** **Expected Standard:** Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. **Transform for GDS** Independently use a non-linear structure to show control of formality for different shifts of time. **Persuasion** **Expected Standard:** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. **Transform for GDS** Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	**Narrative** **Expected Standard:** Plan and write a story with two narrators to tell the story from different perspectives. **Transform for GDS** Independently change the formality of the two narrators so that they contrast. **Discussion** **Expected Standard:** Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. **Transform for GDS** Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	**Narrative** **Expected Standard:** Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. **Transform for GDS** Independently include dialogue to show shifts of formality; develop character and move the action forward. **Explanation** **Expected Standard:** Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. **Transform for GDS** Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.	**Narrative** **Expected Standard:** Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. **Transform for GDS** Write own story that they have always wanted to write! **Non-fiction (choice)** Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.