

Writing Assessment – Year 6

| Autumn Term | Spring Term | Summer Term |
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| Handwriting | Handwriting | Handwriting |
| <ul style="list-style-type: none"> • Write legibly and fluently • Begin to make appropriate choices over the writing implements best suited for a task • Begin to choose which shape of a letter to use when given choices | <ul style="list-style-type: none"> • Write legibly and fluently with increased speed • Make mostly appropriate choices over the writing implements best suited for a task • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters mostly appropriately | <ul style="list-style-type: none"> • Write legibly and fluently at speed • Independently make appropriate choices over the writing implements best suited for a task • Independently and appropriately choose which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| Spelling | Spelling | Spelling |
| <ul style="list-style-type: none"> • Begin to use a thesaurus independently to make changes (which may not be completely appropriate but begin to show some awareness) to their vocabulary • Begin to add the suffixes to given root words (-ant, -ance, -ancy, -ation, -ent, -ence -ency -able -ible -ably -ibly) and begin to know the rules for applying these • Use the suffixes mostly accurately in writing (-cious -tious, -tial, -cial -fer) and know the rules for applying these from Y5 • Begin to add the prefixes to given root words co- re- etc • Begin to use a further and wider range of homophones correctly (Appendix 1) • Spell accurately with many silent letters • Begin to independently seek out a dictionary for the appropriate purpose either to check spelling or meaning in order to help them write using the first 4 letters • Spell accurately with the i before e rule and the exceptions to this • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Spell most common exception words in a test and begin to use these within their writing • Spell many words with hyphens and know how a hyphen is different from a dash • Spell using the ough letter string for a variety of sounds | <ul style="list-style-type: none"> • Use a thesaurus independently to make changes to their vocabulary wherein the choices made are mostly appropriate for the context/meaning • Add the suffixes accurately to root words and begin to use some accurately and independently in writing (-ant, -ance, -ancy, -ation, -ent, -ence -ency -able -ible -ably -ibly) • Continue to use the suffixes accurately in independent writing (-cious -tious, -tial, -cial -fer) from Y5 • Add the prefixes accurately to root words and begin to use some accurately and independently in writing co- re- etc. • Use a further wider range of homophones (appendix 1) correctly with some (very few) inaccuracies • Spell accurately with most silent letters • Seek out a dictionary mostly independently for the appropriate purpose either to check spelling or meaning in order to help them write using the first 4 letters • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Spell accurately with the i before e rule and the exceptions to this • Spell most common exception words in a test and begin use many of these spellings accurately within their writing • Spell many words with hyphens and know how a hyphen is different from a dash and understanding how hyphens work with prefixes/vowels • Spell using the ough letter string for wide a variety of sounds | <ul style="list-style-type: none"> • Use a thesaurus independently to make changes to their vocabulary wherein the choices made are always appropriate for the context/meaning • Add the suffixes accurately to root words and begin to use many accurately and independently in writing (-ant, -ance, -ancy, -ation, -ent, -ence -ency -able -ible -ably -ibly) • Add the prefixes accurately to root words and begin to use many accurately and independently in writing co- re- etc. • Continue to use the prefixes and suffixes accurately in independent writing (-cious -tious, -tial, -cial -fer) from Y5 • Use a further wider range of homophones (Appendix 1) accurately and independently and be able to distinguish between words that are often confused • Spell using silent letters including those that are more unusual • Use a dictionary to check meaning and spelling as necessary independently using the first 4 letters • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Spell accurately with the i before e rule and the exceptions to this • Spell most common exception words in a test and begin use most of these spellings accurately within their writing • Spell many words with hyphens and know how a hyphen is different from a dash and understanding how hyphens work with prefixes/vowels • Spell using the ough letter string for wide a variety of sounds |
| Composition | Composition | Composition |
| <ul style="list-style-type: none"> -Plan independently by noting and developing initial ideas when planning drawing on reading and research -Plan by beginning to show a secure awareness of the audience and purpose of their writing and beginning to make choices in their writing to reflect this -Plan their narratives by showing much consideration to authors that they have read and how characters and settings are developed in what they listen to and see performed -Select some appropriate vocabulary and grammar and begin to understand how these choices impact and enhance meaning -Describe setting, character and atmosphere appropriately with some consideration to audience and purpose - Begin to use a wider range of devices to build cohesion within and across paragraphs - Use most further organisational and presentational devises to structure text and guide the reader - Assess the effectiveness of their own and others' writing independently | <ul style="list-style-type: none"> -Plan independently by noting and developing initial ideas when planning drawing on reading and research -Plan by beginning to show a secure awareness of the audience and purpose of their writing and beginning to make choices in their writing to reflect this - Plan their narratives by showing much consideration to authors that they have read and how characters and settings are developed in what they listen to and see performed -Select mostly appropriate vocabulary and grammar and understand how these choices impact and enhance meaning -Describe setting, character and atmosphere appropriately with much consideration to audience and purpose and incorporate dialogue to convey character - Use a wider range of devices to build cohesion within and across paragraphs mostly accurately - Use a wide range of further organisational and presentational devises to structure text and guide the reader -Assess the effectiveness of their own and others' writing independently | <ul style="list-style-type: none"> -Plan independently by noting and developing initial ideas when planning drawing on reading and research -Plan by beginning to show a secure awareness of the audience and purpose of their writing and beginning to make choices in their writing to reflect this - Plan their narratives by showing much consideration to authors that they have read and how characters and settings are developed in what they listen to and see performed -Consistently and independently select appropriate vocabulary and grammar and understand how these choices impact and enhance meaning -Describe setting, character and atmosphere appropriately with much consideration to audience and purpose and incorporate dialogue to convey character and advance action - Accurately use a wide range of devices to build cohesion within and across paragraphs - Use a wide range of further organisational and presentational devises to structure text and guide the reader across a range of text types - Assess the effectiveness of their own and others' writing independently |

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| <p>Begin to propose changes to vocabulary, punctuation and grammar to clarify meaning and enhance effect</p> <ul style="list-style-type: none"> -Ensure consistent use of tense throughout a piece of writing - Proofread for spelling and punctuation errors mostly independently - Edit most subject verb agreement errors independently | <p>-- Assess the effectiveness of their own and others' writing independently</p> <ul style="list-style-type: none"> -Propose mostly accurate changes to vocabulary, punctuation and grammar to clarify meaning and enhance effect -Ensure consistent use of tense throughout a piece of writing - Proofread for spelling and punctuation errors mostly independently - Ensure the correct subject and verb agreement and distinguish between the language of speech and writing and choose the appropriate register mostly accurately | <p>-Propose accurate changes to vocabulary, punctuation and grammar to clarify meaning and enhance effect</p> <ul style="list-style-type: none"> -Ensure consistent use of tense throughout a piece of writing - Proofread for spelling and punctuation errors mostly independently -Independently ensure the correct subject and verb agreement and distinguish between the language of speech and writing and choose the appropriate register accurately |
| <p><u>Grammar and Punctuation</u></p> | <p><u>Grammar and Punctuation</u></p> | <p><u>Grammar and Punctuation</u></p> |
| <ul style="list-style-type: none"> • Begin to understand and use passive and active voices • Begin to recognise formal and informal vocabulary and the difference between these • Begin to recognise features of formal speech and writing including the subjunctive and informal speech structures such as question tags • Begin to use commas to avoid ambiguity • Begin to use hyphens to avoid ambiguity • Begin to use semi colons, colons and dashes to mark boundaries between independent clauses • Know how word meanings are linked between synonyms and antonyms • Punctuate bullet points consistently • Know the terms subject and object • Use modal verbs for possibility • Use relative clauses and pronouns • Recognise formal and informal speech • Use expanded noun phrases to convey info concisely • Use Brackets dashes and commas for parenthesis • Use further devices for cohesion to link ideas across paragraphs with adverbials • Convert nouns or adjectives into verbs using suffixes • Use verb pre-fixes dis- mis- • Use colons to introduce a list • Use perfect forms of verbs to mark relationships between time and cause | <ul style="list-style-type: none"> • Understand and use passive and active voices mostly accurately • Recognise formal and informal vocabulary and the difference between these and use this mostly appropriately in a range text types/purposes • Recognise features of formal speech and writing including the subjunctive and informal speech structures such as question tags • Use commas to avoid ambiguity with much accuracy • Use hyphens to avoid ambiguity with much accuracy • Use semi colons, colons and dashes to mark boundaries between independent clauses with some accuracy • Know how word meanings are linked between synonyms and antonyms and give some examples of each • Punctuate bullet points consistently • Know the terms subject and object and identify them within a sentence <ul style="list-style-type: none"> • Use modal verbs for possibility • Use relative clauses and pronouns • Recognise formal and informal speech • Use expanded noun phrases to convey info concisely • Use Brackets dashes and commas for parenthesis • Use further devices for cohesion to link ideas across paragraphs with adverbials • Convert nouns or adjectives into verbs using suffixes <ul style="list-style-type: none"> • Use verb pre-fixes dis- mis- • Use colons to introduce a list • Use perfect forms of verbs to mark relationships between time and cause | <ul style="list-style-type: none"> • Understand and use passive and active voices accurately • Recognise formal and informal vocabulary and the difference between these and use this appropriately in a range of text types/purposes • Recognise features of formal speech and writing including the subjunctive and informal speech structures such as question tags and use these appropriately and accurately in their writing • Use commas to avoid ambiguity accurately • Use hyphens to avoid ambiguity accurately • Use semi colons, colons and dashes to mark boundaries between independent clauses accurately and independently • Know how word meanings are linked between synonyms and antonyms and give many examples of each • Punctuate bullet points consistently in a range of text types • Know the terms subject and object and identify them within a sentence and explain what they mean <ul style="list-style-type: none"> • Use modal verbs for possibility • Use relative clauses and pronouns • Recognise formal and informal speech • Use expanded noun phrases to convey info concisely • Use Brackets dashes and commas for parenthesis • Use further devices for cohesion to link ideas across paragraphs with adverbials • Convert nouns or adjectives into verbs using suffixes <ul style="list-style-type: none"> • Use verb pre-fixes dis- mis- • Use colons to introduce a list • Use perfect forms of verbs to mark relationships between time and cause |