



# English - Writing

Writing Assessment – Year 6



# Year 6

## 2019-20 Writing assessment

### Guidance

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. Children should be assessed across a range of text types to form teacher assessment. These grids are designed to help inform judgements across a range of work, with each letter being a different type of text.

A pupil's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

A pupil's writing which teachers use to make judgements must be produced independently.

If a pupil is not meeting **all** of the requirements for 'Working Towards', then they are classed as 'Not Yet Met'. Children working below these standards should be assessed using the Pre Key-Stage Standards, using the same guidance as above.

The assessment log below, is designed to keep track of childrens work and the range completed across the year. Changing the audience is also a way of challenging more able children. Therefore, a range of audiences, as well as a range of text types, is important to show degrees of formality. E.g. An explanation aimed at KS1 and an explanation aimed at adults can have two different tones.

### Assessment Log

Piece	Type/Genre	Audience	Notes on task e.g. Independence

Pre-Key Stage Writing Standards	
Standard 1	
Composition - The pupil can:	Transcription - The pupil can:
<ul style="list-style-type: none"> <li>say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').</li> </ul> <p>Transcription</p>	<ul style="list-style-type: none"> <li>draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).</li> </ul>
Standard 2	
<ul style="list-style-type: none"> <li>say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').</li> </ul>	<ul style="list-style-type: none"> <li>form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading</li> <li>identify or write these 10+ graphemes on hearing corresponding phonemes.</li> </ul>
Standard 3	
<ul style="list-style-type: none"> <li>make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences</li> <li>write a caption or short phrase using the graphemes that they already know.</li> </ul>	<ul style="list-style-type: none"> <li>form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading</li> <li>identify or write these 20+ graphemes on hearing the corresponding phonemes</li> <li>spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).</li> </ul>
Standard 4	
<ul style="list-style-type: none"> <li>make up their own sentences and say them aloud, after discussion with the teacher</li> <li>write down one of the sentences that they have rehearsed.</li> </ul>	<ul style="list-style-type: none"> <li>form most lower-case letters correctly</li> <li>identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</li> <li>spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</li> <li>spell a few common exception words (e.g. I, the, he, said, of).</li> </ul>
Standard 5 (working towards the KS1 expected standard)	
<p><i>after discussion with the teacher</i></p> <ul style="list-style-type: none"> <li>write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>demarcate some sentences with capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>spell some common exception words*</li> <li>form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form lower-case letters of the correct size relative to one another in some of their writing</li> <li>use spacing between words.</li> </ul>
Standard 6 (working at the KS1 expected standard)	
<p><i>after discussion with the teacher</i></p> <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> <li>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>spell many common exception words*</li> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>

The pupil can:		A	B	C	D	E	F	G
<b>Working Towards - WT</b>								
write for a range of purposes								
use paragraphs to organise ideas								
in narratives, describe settings and characters								
in non-narrative writing, use simple devices to structure the writing and support the reading (e.g. headings, sub-headings, bullet points)								
Use simple cohesive devices e.g. adverbials, conjunctions, pronouns								
using mostly correctly	capital letters							
	full stops							
	question marks							
	Commas for lists							
	Apostrophes for contraction							
Inverted commas								
spelling most words correctly* (year 3 and 4)								
spelling some words correctly* (year 5 and 6)								
write legibly.								
<b>Mastery - MAS</b>								
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of first person in a diary; direct address in instructions and persuasive writing)								
in narratives, describe settings, characters and atmosphere								
integrate dialogue in narratives to convey character and advance the action								
select vocabulary and grammatical structures that reflect what the writing requires								
<i>Possible examples that may be seen depending on text type/genre</i>	Passive verbs							
	Varying sentence type and length							
	Modal verbs							
	Paragraphs							
	Multi clause sentences							
	Indirect speech							
Adaptation of dialogue (contractions)								
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs								
use verb tenses consistently and correctly throughout their writing								
use a range of punctuation <b>mostly</b> correctly								
<i>Possible examples that develop punctuation seen in Working towards</i>	correctly punctuated dialogue							
	Apostrophes (contraction and possession)							
	Commas (clarity and in lists)							
	parenthesis							
	colons							
spell most words correctly* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
maintain legibility in joined handwriting when writing at speed.								
proof read and edit independently								
<b>Greater Depth - GD</b>								
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 (e.g. literary language, characterisation, structure)								
Use figurative language effectively e.g. metaphor, irony								
distinguish between the language of speech and writing and choose the appropriate register								
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Adapts writing to suit the audience.								
<b>Use accurately</b> the range of punctuation taught at key stage 2 correctly including:	semi-colons (for complicated lists and to separate clauses)							
	Dashes for parenthesis and to separate main clauses							
	Colons to separate directly linked main clauses							
	Hyphens							

