

West Winch Primary Year 6 Writing Assessment Framework Pupil:		Evidence:					
Pupils working towards the expected standard can							
Write for a range of purposes and audiences.							
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 reader (e.g. headings, sub-headings, bullet points)							
Using mostly correctly:	Capital letters						
	Full stops						
	Question marks						
	Exclamation marks						
	Commas for lists						
	Apostrophes for contraction						
Spell most words correctly* (year 3 and 4)							
Spell some words correctly* (year 5 and 6)							
Write legibly							
Pupils working at the expected standard can:							
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the 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, mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
Using 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							
Using mostly correctly: (Evidence should provide a range but not all)	Inverted commas						
	Commas for clarity						
	Punctuation for parenthesis						
	Semi-colons						
	Dashes						
	Colons						
	Hyphens						
Spelling most words correctly* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
Maintaining legibility in joined handwriting when writing at speed							
Pupils working at greater depth with the expected standard 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 (e.g. literary language, characterisation, structure)							
Distinguish between the language of speech and writing, choosing the appropriate register							
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
Using the range of punctuation taught at key stage 2 correctly, including:	Semi-colons						
	Colons						
	Hyphens						
	Dashes						