

Year 6 Writing Assessment

Core KS2 Content		Use of brackets, dashes or commas to indicate parenthesis	Gaps	Text Types						
Accurate use of capital letters and full stops		Accurate use of Inverted commas and associated punctuation								
Accurate use of ?,!		Consistent and accurate use of tense throughout								
Legible, joined handwriting		Uses a range of different sentence structures								
Teaching content and assessment criteria Year 6 Autumn All content in orange must be ticked to be EXS this term										
Word	Applying the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing (for example, find out – discover, ask for – request, go in – enter)									
Sentence	Deliberate choice of using either active or passive voice in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken by me)									
	Use informal and formal speech to reflect character									
Text	Using different devices to build cohesion within a paragraph (for example – then, after, that, this, firstly)									
	Linking ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase or grammatical connections (for example, the use of adverbials, such as on the other hand, in contrast, or as a consequence)									
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between clauses (for example, it's raining: I'm fed up)									
	Use of the colon to introduce a list and the use of semi-colons within lists									
	Use of hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark)									
	Accurate use of an ellipsis									
	Use of commas to clarify meaning (He sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door.)									
Handwriting	Handwriting is joined and legible									
Composition	Write appropriately for the intended genre and audience.									
	Edits pieces of writing to change the grammar and punctuation used to enhance effects and clarify meaning									
	In narratives, describing settings, characters and atmosphere									
	Apply informal and formal language appropriate to the audience and genre									
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Spring Year 6 TAFS								
Evidence must be present in all areas to meet EXS standard								
Word	Use verb tenses consistently and correctly throughout their writing							
Sentence	Select vocabulary and grammatical structures that reflect what the writing requires, doing this 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)							
Text	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							
Punctuation Use the range of punctuation taught at key stage 2 mostly correctly :	inverted commas and other punctuation to indicate direct speech							
	semi-colon, colon and dash to mark the boundary between clauses (for example, it's raining: I'm fed up)							
	colon to introduce a list and the use of semi-colons within lists							
Handwriting	Maintain legibility in joined handwriting when writing at speed							
Composition	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 using a range of descriptive techniques							
	Integrate dialogue in narratives to convey character and advance the action							
Greater Depth								
	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 and choose the appropriate register							
	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
	use the range of punctuation taught at key stage 2 correctly e.g. semi-colons, dashes, colons, hyphens							
use punctuation precisely to enhance meaning and avoid ambiguity.	hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark)							
	Accurate use of an ellipsis							
	commas to clarify meaning (He sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door.)							