



End of Year Six Writing Standardisation

	1	2	3	4	5	6
<p><u>Working towards the expected standard</u></p> <p><i>Pupils should show evidence of:</i></p> <ul style="list-style-type: none"> • writing for a range of purposes, • using paragraphs to organise ideas, • in narratives, describing settings and characters, • in non-narrative writing, using simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points), • use of capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly, • spelling correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list, • writing legibly. 						
<p><u>Working at the expected standard</u></p> <p><i>Pupils should show evidence of:</i></p> <ul style="list-style-type: none"> • writing 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, describing settings, characters and atmosphere, • integrating dialogue in narratives to convey character and advance the action, • selecting 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), • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs, • using verb tenses consistently and correctly throughout their writing, • using the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech), • spelling correctly most words from the Year 5/6 spelling list, and use of a dictionary to check the spelling of uncommon or more ambitious vocabulary, • maintaining legibility in joined handwriting when writing at speed. 						
<p><u>Working at greater depth</u></p> <p><i>Pupils should show evidence of:</i></p> <ul style="list-style-type: none"> • writing 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), • distinguishing between the language of speech and writing and choosing the appropriate register • exercising 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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 						