

★ YEAR SIX		*CYCLE:	1	1	2	2	3	3
Working towards	<b>The pupil can:</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 reader (e.g. headings, sub-headings, bullet points)							
	use capital letters mostly correctly							
	use full stops mostly correctly							
	use question marks mostly correctly							
	use commas for lists mostly correctly							
	use apostrophes for contraction mostly correctly							
	spell correctly most words from the year 3 / year 4 spelling list							
	spell correctly most words from the year 5 / year 6 spelling list							
	write legibly **							
Working at	<b>The pupil can:</b>							
	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						
		describe characters						
		describe atmosphere						
	integrate dialogue in narratives to convey character and advance the action							
	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						
	<i>Sentence Structure</i>	<i>Expanded noun phrases</i>						
		<i>Relative clauses – who, where, whose, which, when, that</i>						
	use a range of devices to build cohesion within and across paragraphs	conjunctions						
		adverbials of time						
		adverbials of place						
		pronouns						
		synonyms						
	use verb tenses consistently and correctly throughout their writing							
	use mostly correctly	inverted commas						
		apostrophes to mark plural possession						
		commas for clarity						
		commas after fronted adverbials						
		punctuation for parenthesis						
		semi-colons						
		dashes						
		colons						
		hyphens						
	<i>Evaluate and Edit</i>	<i>Assessing effectiveness of writing</i>						
<i>Proposing changes to vocab</i>								
<i>Proposing changes to grammar</i>								
<i>Proposing changes to punctuation</i>								
<i>Spelling errors corrected</i>								
<i>Punctuation errors corrected</i>								
spell correctly most words from the year 5 / year 6 spelling list,(ref NC word list) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
maintain legibility in joined handwriting when writing at speed.								

<b>Working at greater depth</b>	<b>The pupil can:</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)							
	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	semi-colons						
colons								
hyphens								
punctuation to enhance meaning and avoid ambiguity								

\*Schl internal writing moderation wk 8 each cycle, Trust moderation wk 9 each cycle. Each assessment cycle is 13wks.

\*\* At the working towards standard, there is no specific requirement for a pupil's handwriting to be joined, however, if they are to be able to have joined handwriting (and judged as working at) this should be considered as part of a whole school strategy.

*Statements in italics and shaded are not part of moderation judgements and are not in the assessment framework but they support coherence.*