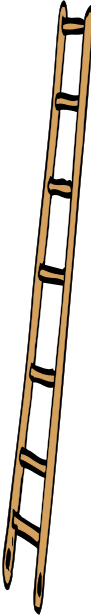




Writing Assessment - Year 6

Name/s _____

	Spelling (Common across Year 5 and Year 6)	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
Year 6 	- I can use further prefixes and suffixes and understand the guidance for adding them - I can spell some words with 'silent' letters - I can continue to distinguish between homophones and other words which are often confused - I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 - I can use dictionaries to check the spelling and meaning of words - I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - I can use a thesaurus	- Pupils should be taught to write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task	- I can plan my writing by: * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - I can draft and write by: * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader - I can evaluate and edit by: * assessing the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - I can proofread for spelling and punctuation errors - I can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	- I can develop my understanding of the concepts set out in Appendix 2 (See below) by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * learning the grammar for years 5 and 6 in Appendix 2 (See below) - I can indicate grammatical and other features by: * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * punctuating bullet points consistently - I can use and understand the grammatical terminology in Appendix 2 (See below) accurately and appropriately in discussing their writing and reading.

Word	* The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i>; <i>ask for</i> - <i>request</i>; <i>go in</i> - <i>enter</i>] * How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].
Sentence	* Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis * Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	* Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] * Use of the colon to introduce a list and use of semi-colons within lists * Punctuation of bullet points to list information * How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points