Year 6 NAME:								
WORKING TOWARDS (Y6) Beginning to…								
COMPOSITION: PURPOSE & AUDIENCE	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). [From Y6 PoS: this must include examples of more formal writing.]							
	In narratives, describe settings, characters and atmosphere.							
	Integrate dialogue in narratives to convey character and advance the action.							
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.							
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.							
	From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).							
GRAMMAR	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).							
	Use verb tenses consistently and correctly throughout their writing.							
PUNCTUATION	Use … correctly	capital letters.							
		full stops.							
		question marks.							
		commas for lists.							
		apostrophes for contraction.							
	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).							
TRANSCRIPT	Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
	Maintain legibility in joined handwriting when writing at speed.							
EXPECTED (Y6) Consistently…								
COMPOSITION: PURPOSE & AUDIENCE	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). [From Y6 PoS: this must include examples of more formal writing.]							
	In narratives, describe settings, characters and atmosphere.							
	Integrate dialogue in narratives to convey character and advance the action.							
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.							
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.							
	From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).							
GRAMMAR	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).							
	Use verb tenses consistently and correctly throughout their writing.							
PUNCTUATION	Use … correctly	capital letters.							
		full stops.							
		question marks.							
		commas for lists.							
		apostrophes for contraction.							
	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).							
TRANSCRIPT	Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
	Maintain legibility in joined handwriting when writing at speed.							

GREATER DEPTH (Y6) Consistently…								
COMPOSITION: PURPOSE & AUDIENCE	GDS: 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).							
GRAMMAR	GDS: Distinguish between the language of speech and writing and choose the appropriate register.							
	GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.							
PUNCTUATION	GDS: Use 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.							