



Writing Moderation Check Lists Year 6

Name:																			
Class:																			
Write for a range of purposes	Use paragraphs to organise ideas																		
	In narratives,	describe settings																	
		Describe characters																	
	In non-narrative writing, and support the reader use simple devices to structure the writing	Headings and sub-headings,																	
		bullet points																	
	Use punctuation mostly correctly	capital letters,																	
		full stops,																	
		question marks																	
		commas for lists																	
	apostrophes for contraction																		
Spell correctly most words from the year 3/4 spelling list,																			
Spell some words from the year 5/6 spelling list																			
Write legibly (does not need to be joined)																			
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																
			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	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 a range of devices to build cohesion within and across paragraphs	conjunctions																	
		adverbials of time and place																	
		pronouns																	
Use verb tenses consistently and correctly throughout their writing																			
Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. And other punctuation to indicate direct speech)	inverted commas																		
	commas for clarity																		
	punctuation for parenthesis																		
	semi-colons																		
	dashes																		
colons																			
hyphens																			
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.																			
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 ³ 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 and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	semi-colons,																	
		dashes																	
		colons																	
hyphens																			
Maintain legibility in joined handwriting when writing at speed. [there are no additional statements for spelling or handwriting]																			

*Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.
 ^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, **but this does not mean that every single punctuation mark must be evident.**