



## LHPSN Year 6 Writing: Teacher Assessment Framework



Children demonstrating the criteria:

- Some of the time (less than 60%) are 'Working towards the expected standard'.
- More often than not (60%+) are 'Working at the expected standard'.
- Most of the time (85%+) are 'Working at greater depth within the expected standard'.

<b>Working towards the expected standard: Success Criteria for End of KS2 Statutory Assessment. The pupil can:</b>		Date	Date	Date	Date	Date	Date
Write for a range of purposes and audiences.							
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 mostly correctly the following:	Full stops and capital letters						
	Question marks and exclamation marks						
	Commas in a list						
	Apostrophes for contraction and possession						
	Inverted commas						
	Commas for clauses						
Commas for fronted adverbials							
I can write neatly and legibly.							

<b>Working at the expected standard: Success Criteria for End of KS2 Statutory Assessment. The pupil can:</b>		Date	Date	Date	Date	Date	Date
Write for a range of purposes and audiences.							
Can 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, can describe settings, characters and atmosphere.							
Can integrate dialogue in narratives to convey character and advance the action.							
Can use verb tenses consistently and correctly through the writing.							
Use a range of devices to build cohesion within and across a paragraph.	Conjunctions.						
	Adverbials of time & place.						
	Pronouns.						
	Synonyms.						
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.	Contracted forms.						
	Passive verbs.						
	Modal verbs.						
Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
Maintain legibility in joined handwriting when writing at speed							

<b>Working greater depth within the expected standard: Success Criteria for End of KS2 Statutory Assessment. The pupil can:</b>	Date	Date	Date	Date	Date	Date
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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.						

<b>Common Exception Word Log:</b>	
I can spell most of words from the Year 3/4 list.	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
I can spell *some/most of words from the Year 5/6 list	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht