Year 5/6 Writing Assessment

Working towards the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):							
using paragraphs to organise ideas							
describing settings and characters							
using some cohesive devices within and across sentences and paragraphs							
using different verb forms mostly accurately							
using co-ordinating and subordinating conjunctions							
using mostly correctly:	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	apostrophes for contraction						
spelling most words correctly (years 3 and 4)							
spelling some words correctly (years 5 and 6)							
producing legible joined handwriting							

Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):							
creating atmosphere, and integrating dialogue to convey character and advance the action							
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly							
using a range of cohesive devices, including adverbials, within and across sentences and paragraphs							
using passive and modal verbs mostly appropriately							
using a wide range of clause structures, sometimes varying their position within the sentence							
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision							
using mostly correctly	inverted commas						
	commas for clarity						
	punctuation for parenthesis						
making some correct use of	semi-colons						
	dashes						
	colons						
	hyphens						
spelling most words correctly (years 5 and 6)							
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters							

Working at greater depth within the expected standard:

The pupil can write for a range of purposes and audiences:							
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures							
selecting verb forms for meaning and effect							
using the full range of punctuation taught at key stage 2 mostly correctly, including:							
semi-colons to mark the boundary between independent clauses							
colons to mark the boundary between independent clauses							