

Writing Check Lists Year 6

Name: _____

| End of key stage 2 statutory assessment - Working towards the expected standard | | | | | | | | |
|---|-------------------|--|--|--|--|--|--|--|
| The pupil can write for a range of purposes and audiences | | | | | | | | |
| 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* (year 3 & 4) | | | | | | | | |
| spelling some words correctly* (year 5 & 6) | | | | | | | | |
| producing legible joined handwriting. | | | | | | | | |

| End of key stage 2 statutory assessment - 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* (year 5 and 6) | | | | | | | | |
| maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. | | | | | | | | |

| End of key stage 2 statutory assessment - 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 | | | | | | | |