

Working towards the Y6 expected standard... (B/B+)			Evidence over 6 pieces of writing					
	Evidence:	Date: Text type:						
Spelling	Spell 75% of the words from the Y3 and 4 word list correctly							
	Spell some of the words from the Y5 and 6 word list correctly							
	Use dictionaries to check spellings and their meanings.							
	Use a thesaurus							
H/W	Produce legible handwriting.							
Punctuation	Use mostly correctly	Capital letters						
		Full stops						
		Question Marks						
		Exclamation marks						
		Commas for lists						
		Apostrophes for contraction						
		Apostrophes to mark plural possession						
		Commas after fronted adverbials						
Composition and Grammar	Use paragraphs to organise ideas							
	Describe settings and characters in narratives.							
	Use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) in non-narratives.							
	Select relevant content to purpose and audience based on examples.							
	Use some cohesive devices within and across sentences and paragraphs							
	Use different verb forms mostly correctly							
	Use coordinating conjunctions.							
	Use subordinating conjunctions.							
	Use consistent verb tense throughout a piece of writing.							
Edit	Include relevant content and ideas to meet purpose of writing.							
	Can check spellings using a dictionary independently							
	Proof read for punctuation and grammar errors							
	Propose changes to writing to improve consistency, content, vocabulary and grammar.							

Working at the Y6 expected standard... (W/W+/S)			Evidence over 6 pieces of writing					
		Date:						
	Evidence:	Text type:						
Spelling	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							
	Spell words with a full range of suffixes and prefixes							
	Spell some challenging homophones from the year 5 & 6 word list							
H / W	maintain legibility in joined handwriting when writing at speed							
Punctuation	use the range of punctuation taught at key stage 2 mostly correctly							
	Using mostly correctly	inverted commas						
		other punctuation to indicate direct speech						
		commas for clarity						
		punctuation for parenthesis (brackets, dashes & commas)						
	Making some correct use of	Bullet points to list information						
		semi-colon within lists						
		dashes						
		Colon to introduce a list						
		hyphen						
Composition and Grammar	Plan by identifying , using similar writing as a model							
	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)							
	in narratives, describe settings, characters and atmosphere							
	integrate dialogue in narratives to convey character and advance action							
	Precising longer passages							
	Use a range of devices to build cohesion (e.g., , synonyms) within and across paragraphs.	conjunctions						
		adverbials of time and place,						
		pronouns						
		relative clauses						
	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						
		Use the perfect form of verbs to mark relationships of time and cause						
		using modal verbs to suggest degrees of possibility						
		Use of subjunctive forms e.g. If I were or Were they to come in						
		Use verb tenses consistently and correctly throughout writing						
	Use a wide range of clause structures, sometimes varying their position within the sentence							
	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision							

Working at greater depth within the Y6 expected standard... (S+)			Evidence over 6 pieces of writing						
Composition & Grammar	Evidence:	Date: Text type:							
			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						
Punctuation	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								
	Marks the boundary between independent clauses	Using colons							
		Using semi-colons							